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By- Ray, Elizabeth M.

AN EXPERIMENTAL ATTEMPT TO MAXIMIZE THE PROFESSIONAL POTENTIAL OF HOME ECONOMICS TEACHERS THROUGH A PROGRAM OF GROUP COUNSELEING IN COLLEGE. FINAL REPORT.

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An experimental attempt was made to determine if prospective women teachers could be helped through group counseling to sort out and clarify conflicting marital and professional roles in relation to their future professional status. It was hypothesized that such help would lead to a significantly greater sense of self actualization, a more positive self-concept, more freedom to express a professional commitment, and greater ability to relate to one's students. Subjects of the 15-month study were 60 home economics education majors randomly assigned to experimental and control groups. Statistical analysis of pre- and posttest results did not support the hypothesis; however, content analysis of recorded counseling sessions revealed that subjects were experiencing conflict, anxiety, and identity stress. Five factors were isolated from the transcriptions which may facilitate more accurate measurement of counseling effects. Only 1 of the 5 focuses on the marriage-career role conflicts; the others document a syndrome of anxieties and feelings of inadequacy in the face of new experiences which do not represent a uniquely feminine problem. Included are a 53-item bibliography, 42 statistical tables, and the instruments used: Loftis' Measure of Professional Commitment, Bills' Index of Adjustment and Values, Shostrom's Personal Orientation Inventory, and Ray's Student's Estimate of Teacher Concern. (JS)

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February 1968

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Final Report

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Elizabeth M. Ray

The Pennsylvania State University

University Park, Pennsylvania

February 1968

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U. S. DEPARTMENT OF

HEALTH, EDUCATION AND WELFARE

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SUMMARY

This study has as its area of concern the dilemma of undergraduate women who, upon reaching the internship phase of their chosen profession of teaching, discover that certain professional expectations and commitments are in conflict with their personal and marital commitments.

Purpose

The major objective was to determine if prospective teachers could be helped, through group counseling, to sort out conflicting demands and clarify role standpoints in relation to their future professional status. It was hypothesized that such help would lead to a significantly greater sense of self actualization, a more positive self concept, more freedom to express a professional commitment and greater ability to relate to the students she teaches.

The experiment, devised and executed under controlled conditions within a normal setting, involved a system of planned intervention hypothesized to have the capacity to operate significantly in changing the attitudes and perceptions of a specified group of girls who were preparing to become Home Economics teachers.

Contemporary literature relating to women points convincingly to the proposition that problems involved in mediating the conflicting demands of a professional and personal self concept are intense for most young women. Counseling has been effective in assisting people to reduce anxiety and stress associated with such conflicts, therefore the planned intervention selected for this study consisted of the introduction of nondirective, laissez-faire counseling to coincide with three integrated courses which were offered in the first of a two term sequence of professional preparation for prospective Home Economics teachers.

The data for this study included scores from four measures identified as providing appropriate criteria for the dependent variable: personal professional self concept. The measures were Shostrom's Personal Orientation Inventory, Bills' Index of Adjustment and Values, Loftis' Measure of Professional Commitment and Ray's Student's Estimate of Teacher Concern. In addition, selected grade point averages and scores from a rating scale for student teachers were utilized as criteria for the independent variable: degree of success in student teaching.

Population and Setting

The investigation was conducted over a fifteen month period and involved four sets or a total of 60 prospective teachers, three Home Economics teacher educators and two psychological counselors. The experiment was conducted within the regular setting of the Home Economics

Education program at The Pennsylvania State University. The time span for each set was two consecutive terms and included a total of sixteen credits.

Procedure

Each of four groups of undergraduate home economics education majors entering the two term sequence of preprofessional courses was assigned randomly to one of two subgroups, then groups were assigned by chance to experimental or control conditions.

Students assigned to experimental conditions were asked to participate in a group counseling situation which consisted of two periods per week for eight weeks of the first term of the sequence. A clinical psychologist served as leader and participant professional counselor in three of the groups, while a fourth group was led by a counselor who qualified by virtue of his sociological and family relations background. In addition to the two sessions per week during the first term, there were two group sessions in each of the two weeks of seminar which followed the off-campus teaching experience. During the interval referred to, there was no interaction between the counselors and the instructors who taught the courses being taken simultaneously by the subjects.

Students assigned to control conditions experienced the regular program planned for the two term sequence and participated in the testing program. Those who were assigned to the experimental treatment were also participants in the regular program and interacted with the control group, therefore selected attempts were made to measure the potential effects of mutual and differential treatments other than the counseling. Selective pretesting was used to control for errors in measurement attributable to effects of testing, to effects of individual differences in teachers and in counsleors.

Findings

Preliminary statistical manipulation determined that there were no significant differences among the eight subgroups of subjects when the criterion included grade point averages cumulative to the beginning of the experiment. Furthermore, there were no significant differences among five subgroups for whom there were pretest scores on the Personal Orientation Inventory and on the Measure of Professional Commitment.

The statistical manipulation of data to account for hypothesized errors in measurement attributable to testing, to teacher differences and to counselor differences resulted in nonsignificant values thus leading to the conclusion that any nonrandom differences in scores of counseled and noncounseled groups could be credited to the major experimental treatment--the group counseling experience.

It was hypothesized that there would be significant differences among groups and that the differences would favor the counseled groups when the criteria were any of the four indices of personal professional self concept: Personal Orientation Inventory, Self Concept and Discrepancy Scores on the Index of Adjustment and Values, Measure of Professional Commitment and Student's Estimates of Teacher Concern. The single classification analysis of variance applied to the scores resulted in nonsignificant F values for each of the five indices to indicate no basis for accepting the hypothesis as stated (Table 1).

Table 1 F Ratios from Analysis of Variance Among Eight Subgroups on Posttest Scores for Eight Variables

Variable	F Ratio
Personal Orientation Inventory	1.712 (n.s.)
Index of Adjustment and Values--Self Concept Scores	.251 (n.s.)
Index of Adjustment and Values--Discrepancy Scores	.407 (n.s.)
Measure of Professional Commitment	1.954 (n.s.)
Students Estimate of Teacher Concern	.450 (n.s.)
Grade Point Averages--Block	1.631 (n.s.)
Grade Point Averages--Student Teaching	1.623 (n.s.)
Student Teacher Rating	.422 (n.s.)

In addition the hypothesized position that there would be no differences among the groups with respect to their Student Teacher Ratings and Grade Point Averages for Block and Student Teaching was tested statistically by means of single classification analysis of variance. The three F values were nonsignificant, thus providing no basis for rejecting the no difference hypothesis.

On the basis of these two sets of findings, the four noncounseled groups were combined and treated as a subpopulation to compare with a second population, the combined groups who had been counseled. A series of t tests were then completed to test the hypothesis that differences between the two groups would favor the counseled group when the criteria were the five indices of the dependent variable. The no difference hypothesis was further tested with gradepoint and Student Teacher ratings for the combined groups of counseled and noncounseled subjects.

Table 2 Mean Posttest Scores on Eight Variables for Counseled and Noncounseled Subjects with Differences Evaluated by t Tests

Criterion	Counseled Subjects			Noncounseled Subjects			t Values
	No.	Mean	SE^2	No.	Mean	SE^2	
POI	33	157.64	9.85	27	153.78	12.16	.823 (n.s.)
MOPC	33	163.12	7.40	27	161.22	6.31	.513 (n.s.)
IAV-SC	33	197.88	7.59	15*	200.67	17.67	.555 (n.s.)
IAV-Disc	33	32.970	3.98	15*	32.93	11.39	.009 (n.s.)
SETC	33	292.00	27.85	27	277.70	58.32	1.540 (n.s.)
GPA-BL	33	3.19	.64	27	3.28	1.10	.697 (n.s.)
GPA-St. T.	33	3.19	.60	27	3.29	1.02	.790 (n.s.)
St.T.Rating	33	5.33	.07	27	5.37	.07	.100 (n.s.)

*Based on data from groups 3 and 5 only.

Nonsignificant t values on the eight variables further support the earlier findings. There were no systematic differences attributable to the experimental treatment, therefore it was concluded that the particular regimen of group counseling attempted in this study was not effective in bringing about differentiated behaviors and attitudes on the part of the participants (Table 2).

In this study each variable was treated as an entity. To determine if a factor structure might emerge to provide additional insights into the data, final scores for eleven variables were subjected to principal components analysis and varimax rotation. Solutions with eight, five and three factors were completed. The three factor solution provided a conceptually meaningful derivation (Table 3).

Table 3 Significant Loadings on the Rotated Matrix for Eleven Variables

Variable	Factor 1	Factor 2	Factor 3
Measure of Professional Commitment	.638		
Index of Adjustment and Value--Self Concept	.933		
*Index of Adjustment and Value--Self Acceptance	.871		
*Index of Adjustment and Value--Ideal Self	.660		
Index of Adjustment and Value--Discrepancy	-.718		
Grade Point Average--Education Block		-.916	
Grade Point Average--Student Teaching		-.906	
Grade Point Average--Cumulative		-.827	
Student Teacher Rating		-.679	
Students' Estimate of Teacher Concern			-.786
Personal Orientation Inventory			-.647

*The Index of Adjustment and Value has four subscores. For the primary analysis only two were used. For the factor study, the two additional scores were utilized.

The three factors account for all eleven variables when one refers to coefficients which are significant beyond the one per cent level for an n of 60. Only Factor 3 loaded significantly on other variables. Factor 1 has collected all four subscores of the Index of Adjustment and Value to combine with the commitment scores. None of the five variables were established as having a linkage with the achievement variables which clustered in Factor 2. If one refers only to the highly significant coefficients in Factor 3, the Personal Orientation Inventory scores and scores from the Students' Estimates of Teacher Concern load together to form a third independent unit. However, this factor does load at the five per cent level on three additional variables: the Ideal Self score (.355) and Discrepancy scores (.463) which are more dominant in Factor 1 and the Student Teacher Rating (-.357) which is dominant in Factor 2, the achievement factor.

This analysis provides evidence that the variables utilized in this study do relate meaningfully to each other. In addition, the findings suggest a framework for manipulation of related data in studies incorporating these variables. The fact that Personal Orientation Inventory scores loaded on the same factor as the Students' Estimates of Teacher Concern while the Index of Adjustment and Value scores loaded with the Measure of Professional Commitment suggests provocative questions about the relationship between the two indices of self concept and the theoretical bases of each.

Discussion

The failure of any of the indices selected to represent the dependent variable represents a minor crisis in conceptualization. The framework of the experimental study relied heavily on self actualization and related theoretical formulations as the indices of change believed to reflect the freeing of feelings generally associated with the counseling experience. The study was conceived on the premise that prospective female teachers experience conflict, anxiety and identity stress during the preprofessional phase of their preparation for teaching and that opportunities to ventilate, and to discover that others have similar feelings would assist them in clarifying their own positions.

Although no measure of these particular dimensions exists, they are conceptually related to dimensions of self actualization and to the process of becoming self actualized. It was therefore hypothesized that such help would lead to a significantly greater sense of self actualization, a more positive self concept, more freedom to express a professional commitment, and greater ability to relate to the students she teachers. The hypothesis, then, evolved from a chain of reasoning in which the extended effects of increased adjustment and adaptation were predicted to result in a heightened sense of self and a fuller ability to function in response to environmental demands.

Although the variables treated independently did not function to support the hypothesis, there is evidence from a factorially derived composition of the variables to suggest that a dynamic relation between and among selected variables may have functioned to suppress a true relation. This notion merits further study.

The measures utilized represented indirect evidences of experimental effects. They did not function to support the hypotheses. However, there is evidence from the analysis of records taken in the counseling sessions that these prospective teachers were experiencing conflict, anxiety and identity stress, thus the possibility of finding measurable differences between counseled and noncounseled subjects remains. A measure was devised by abstracting the transcribed statements. This measure holds the promise of revealing that there are differences between the two treatment groups with respect to the original objective of helping individuals sort out conflicting demands and to clarify role standpoints in relation to their professional statuses.

By means of principle components analysis and varimax rotations, a pool of 136 items, which were administered to an independent sample of prospective teachers, was reduced to 77 items. These items are classified into five factors having reliabilities of .87, .69, .79, .63, and .40, with 71 percent of the total variance specific to the factors.

The factors represent conceptually meaningful dimensions of personal professional role preferences. They are identified tentatively as: professionally centered, problem centered, family centered, self centered, and opportunity centered role preferences.

It is hypothesized that counseled and noncounseled girls, who are prospective teachers, will have significantly different scores on these factors. Although the motivation for this study was a concern for the well documented marriage/career role conflicts of young women, the factors evolved are not centered in this concern. One factor, family centered, does focus on this issue, however, the remaining four factors round out the picture and document a syndrome of anxieties and feelings of inadequacy in the face of new experiences. Such expressions are common among people in general, and while they certainly interfere with one's ability to function in new situations, they do not represent a uniquely feminine problem. However one cares to interpret the factors identified in this study, it is apparent that individuals with high scores on a given factor will approach teaching differently from individuals with low scores on the same factor.

INTRODUCTION

> The individual's self is the center of his world, the point of origin for all behavior. What he believes about himself affects every aspect of his life. . . . this means that teacher education must be deeply concerned about the developing self of the fledgling teacher. How a teacher behaves after he leaves the portals of his college will be very largely determined by how he has learned to see himself and his relationships to his students, his subject matter and to the profession of teaching. (Combs, 1965, p. 14-15)

How a person behaves after he leaves college is undoubtedly dependent, also, on how he perceived himself before entering college. One's self-perceptions strongly influence vocational choices, while others' perceptions of the individual are even more powerful in determining if he will be accepted as a candidate for the profession of his choice.

Super (1951) in his extended attempts to evolve a theory of vocational development has stated that in expressing a vocational preference an individual puts into occupational terminology his idea of the kind of person he is. However, successful attainment of an occupation is a result of two sets of choices, one by the individual, the other by the institution. People not only select occupations, they are selected for occupations (Vroom, 1964, p. 56). Although individuals are free to elect majors in college, and to move from one major to another in the process of making a final selection, by the time they have advanced to internship status, they have not only selected their occupation or profession--they have been selected. Generally speaking, students do not take an internship or do student teaching without the sanction of some individual or group representing the field. According to Greenwood:

> One of the principal functions of the professional school is to identify and screen individuals who are prospective deviants from the professional culture. That is why the admission of candidates to professional education must be judged on grounds in addition to and other than their academic qualifications. Psychic factors presaging favorable adjustment to the professional culture are granted an importance equivalent to mental abilities. The professional school provides test situations through initial and graduated exposures of the novice to the professional culture. By his behavior in these social situations involving colleagues, clients and community, the potential deviant soon reveals himself and is immediately weeded out. (Greenwood, 1957, p. 54)

Those already in the profession strive to maintain high standards and ideals for their field by careful selection procedures and strict surveilance such as Greenwood describes, yet the same strictures may be perceived by the novice--the individual who is still tentative in his commitment--as overdrawn or bordering on the fanatical. Conceptualizations such as the following do not sound particularly appealing to youth; girls in particular may be completely and successfully turned away from careers by such descriptions as the following:

> At the heart of the career concept is a certain attitude toward work which is peculiarly professional. A career is essentially a calling, a life devoted to "good works". Professional work is never viewed solely as a means to an end; it is the end itself. Curing the ill, educating the young, advancing science are values in themselves. The professional performs his services primarily for psychic satisfactions and secondarily for the monetary compensations. Self seeking motives figure minimally in the choice of a profession; of maximal importance is affinity for the work. It is this devotion to the work itself which imparts to professional activity the service orientation and the element of disinterestedness. Furthermore, the absorption in the work is not partial, but complete; it results in a total personal involvement. The work invades the after hours and the sharp demarcation between the work hours and the leisure hours disappears. To the professional person his work becomes his life. (Greenwood, 1957, p. 53)

By and large, norms for professional roles have built in biases favoring men. Women who elect the professions are inevitably confronted with this reality. Yet because so many women adjust, adapt or accept the inevitability of this differentiation, those who are not themselves directly involved may be totally unaware of the extent to which professional women must compensate for their femininity.

When undergraduate women reach the internship phase of their chosen professions they more than likely discover for the first time that professional expectations and commitments conflict with personal and marital commitments which they have already made. Although young men may also recognize that certain professional expectations will interfere with their plans for the "good life", male role prescriptions are much more definitive in our society, thus their basis for decisions is more clear cut.

> The middle class girl's identification with and commitment to a career choice, when she makes one, is almost of necessity more ambivalent, conflict laden and tentative than her male counterpart. Will it mean that she will become a "career woman", as this is said perjoratively or if she marries will a too deep involvement in career cause her to chafe under conjugal and family obligations? Will she become a "discontented housewife", who by her discontent, causes her husband and children to feel discontented too? These are but a few of the identity stresses that affect the young college girl who even if only tentatively and with much hedging of bets, has chosen a field of work which asks of her a

> degree of commitment that is something more than partial. . . (Davis and Oleson, 1963, p. 92)

Perhaps the conflict, stress and anxiety associated with making commitments to an occupational role and to a familial role while concomitantly sustaining other roles which until now filled one's existence are, as Allport suggests, only normal:

> Guilt, doubt and anxiety are the penalty men pay for having a conscience, whatever its type may be. These states of mind suggest to us the possibility of an ideal course of development wherein conflicts are managed, commitments maintained and life courageously ordered without recourse to self-deception. Maturity, we feel, means that we should become aware of and in some way partner to, all the discordant conditions of our existence. (Allport, 1955, p. 79)

Regardless of whether the stresses and strains associated with making final commitments to a profession are normal or neurotic they frequently threaten to traumatize individuals and groups, therefore the experimental investigation reported here.

Purpose of This Study

This is a report of an experimental attempt *to determine if prospective teachers can be helped through group counseling to sort out conflicting demands and clarify role standpoints in relation to their future professional status*. It was assumed that girls in general experience conflict, identity stress and anxiety during the preprofessional phase of their preparation for teaching, and that opportunities to ventilate, to discover that others have similar feelings, would assist them in clarifying their own positions. *It was hypothesized that such help would lead to a significantly greater sense of self actualization, a more positive self concept, more freedom to express a professional commitment, and greater ability to relate to the students she teaches*. It was further hypothesized that such counseling would not have a significant effect on grades earned, inasmuch as grades are assumed to reflect achievement and academic status rather than psychological status.

Discussion of Related Literature

The potential for the group in an unstructured setting to influence the attitudes and opinions of individuals is a highly significant element in the system of inducting individuals into membership groups. For example, in the professions it is not only mandatory that one learn the role requirements, it is almost as important to take on some of the values of people who have status in the profession. According to Stone, one's identity is established when others place him as a social object by assigning the same words of identity that he appropriates for himself.

It is in the coincidence of placements and announcements that identity becomes a meaning of the self. (Stone, 1962, p. 93)

Role Prescriptions and Self Concept

Festinger (1951) has proposed in his theory of social comparison that individuals are driven to find out whether their opinions are correct and to get an accurate assessment of their own ability. He postulates that people are most likely to compare themselves with others whose opinions and abilities are similar to their own. In testing his theory it becomes apparent that the drive to evaluate may lead one to change in such a way that one's abilities and one's opinions become closer to the group against which one has evaluated himself, thus differences among group members grow smaller as the members interact with each other.

Whereas Deutsch would describe comparative reference groups as those serving as "a standard of comparison relative to which the individual evaluates himself and others", it would appear that through the mechanism studied by Festinger, individuals fairly readily turn comparative reference groups to normative reference groups by taking on the values and standards of the group against which they have chosen to evaluate themselves. (Deutsch, 1965, p. 62)

The seeming circularity of processes through which one's concept of self is developed and verified can, quite obviously, be a source of confusion for individuals who, in the status of intern, are only trying on the role of a particular profession or occupation. The irregularities of the move from dependence to independence can be both exciting and disturbing. One learns and unlearns half truths and pseudo-truths in the process of assuming new roles. The dissonance associated with being forced to choose between seemingly positive alternatives may be immediately overshadowed by insights into negative realities of the chosen alternative.

Although role theorists hold that role prescriptions make it possible for individuals with different personalities to fulfill the expectations associated with roughly the same roles without undue strain, personality theorists would stipulate that internalization of values associated with roles would be more likely to lead to elimination or reduction of strains associated with overdemanding or conflicting role requirements.

Maslow (1954) describes self actualizing people as autonomous, that is, ruled by the laws of their own character rather than by the rules of society. He stresses the detachment, the independence, the self-governing character of these people, the tendency to look within for the guiding values and rules to live by. Moustakas' discussion of the self actualizing individual is also pertinent in this context, especially with reference to role prescriptions as sources of expectations:

> It is within the nature of the individual to actualize himself and become whatever he is meant to be, to explore his individual potential as fully as possible. He will resist all attempts to change him that threaten his perception of self, and will respond favorably to situations which permit him to express and explore his potentials. The individual will not respond to stimuli which are inadequate to him. Such stimuli can be effective only if they are strong and force themselves upon him. Then the person is driven into a catastrophic situation not only because he is unable to react adequately, but because he is shocked and disturbed, sometimes so severely he is unable to react at all. Thus when we force an individual to behave according to external values, when we impose our convictions on the other person, we impair his creativity and his will to explore and actualize. (Moustakas, 1956, p. 8)

Such descriptions of the healthy personality as cited here tease the reader into believing that only nonself actualized or maladjusted individuals experience conflict, anxiety and stress when subjected to incompatible role demands. It is more plausible, however, to assume that incompatible or unacceptable demands eventuate in feelings of anxiety, stress and conflict, but that those who have learned how to deal with such demands are able to resolve the difficulty, while others have difficulty in ridding themselves of the source of conflict and the associated discomfort.

Brim points out that as the child matures he is taught to distinguish between ideal role prescriptions and what is actually expected of one in a role. In addition individuals are taught to mediate conflicting demands. He emphasizes too that the need to develop methods for mediating demands is greater for adults, both because we protect children from seeing the conflicts and because adults do have more roles and more complexity to cope with. Especially relevant to this study is his reference to the fact that adults add the occupational role and through marriage, new family roles. (Brim and Wheeler, 1966, p. 30)

Another pertinent statement by Goode relates values to role:

> The values, ideals and role obligations of every individual are at times in conflict. . . . Even when role demands are not onerous, difficult or displeasing. They are required at particular times and places. Consequently, virtually no role demand is such a spontaneous pleasure that conformity with it is always automatic. (Goode, 1966, p. 373)

However, individuals have an inordinate capacity for adaption. For example, according to postulations by Becker one of the most common mechanisms in the development of the person in adulthood is the process of situational adjustment.

> The person as he moves in and out of a variety of social situations learns the requirements of continuing in each situation and of success in it. If he has a strong desire to continue, the ability to assess accurately what is required and can deliver the required performance, the individual turns himself into the kind of person the situation demands. (Becker, 1964, p. 44)

> One way of looking at the process of becoming an adult is to view it as a process of gradually acquiring, through the operation of all these mechanisms, a variety of commitments which constrain one to follow a consistent pattern of behavior in many areas of life. Choosing an occupation, getting a job, starting a family--all these may be seen as events which produce lasting commitments and constrain the person's behavior. (Becker, 1964, p. 50)

Stress Associated with Induction into New Roles

Griff, in discussing a study of commercial artists, points to the relation between identity crises and role:

> . . . Identity and its connection with an occupation, has many dimensions. If a person identifies with an occupation that is socially sanctioned, the members of the society are supportive of him. If the occupation is not socially sanctioned, the members of the society attempt to prevent, persuade or erect obstacles to keep him from pursuing that occupation. The legitimacy of the pursuit, from the point of view of society, is the key to understanding the present role and status of the artist in contemporary society. In turn, this explains the reasons these tensions arise when they do. (Griff, 1960, p. 220)

Griff's interpretation of a "socially sanctioned" occupation overlooks the difference between generalized and specific sanctions. Whereas an occupation may enjoy a satisfactory position socially, it may not be sanctioned for a particular segment of society or for a particular individual. For example, families may have quite specific views as to which occupations are acceptable for their daughters. Ray asked prospective home economics teachers to indicate if they had considered other occupational outlets before settling on this field of study. The responses cited are characteristic of the tension referred to by Griff, yet teaching and nursing might be assumed to be occupations "sanctioned" for women.

> . . . I do not remember any changes between third grade and junior high. I continued to plan on nursing. I thought of medical technology because I was interested in science. My mother suggested and I agreed with her that nursing would not be a good profession. Her reason was that I would not be able to stand it when my patients died.

> . . . My father tried to influence me negatively. He is still trying. It has caused indecision though I have not changed my mind entirely yet. He felt that I should go into business in Home Economics or some other field. (Ray, 1967, p. 8)

The following generalizations from a study of role ambiguity appear to be relevant to the cases cited:

> . . . ambiguity about role expectations held by others and described toward the self is stressful and tends to undermine trust, but is not related to interpersonal attraction. However, uncertainty about the way one is evaluated by his associates--how satisfied they are with his behavior--is significantly related to trust, respect and liking. The socioemotional flavor of ambiguity about interpersonal evaluations makes it a source of emotional strain and a deterrent to close, supportive social relations. (Kahn, et al. 1966, p. 345)

In addition to the breakdown in communication which may accompany adverse responses from significant others such as parents, reality as opposed to an idealized view of a vocation can lead to stress. Beal and Newton report in a study of dietetic interns that:

> Almost all of the interns indicated that they chose dietetics as an alternative to some other field and primarily because of an interest in food. Many of them came to the internship without any specific knowledge of what to expect and were rather vague in their perceptions about the dietetic profession and the dietitian herself. While their collegiate mentors had prepared them well in scientific knowledge, they appeared to have somewhat neglected their readiness for the practicalities of workaday life in the hospital world. . . . once into the internship, they frequently faced feelings of anxiety, discontent and disillusionment. These feelings seemed to be precipitated to a great extent by their vague expectations, the single pattern of performance that the staff demands, the large amounts of unexpected clerical duties and the heterogeneous social classes they find themselves dealing with in a hospital.
>
> . . . a number of interns in each of the settings were disappointed, frustrated or aggravated by what we might call "the vacuum image" of the dietitian. The interns frequently commented that the general public, as well as allied professionals with whom they come in contact in the hospital, do not know what a dietitian is and in many instances have never heard of or about one. . . many people refer to dietitians as "glorified cooks" or "someone who sits behind a desk and makes a lot of money". (Beal and Newton, 1966, p. 93)

Almost identical descriptions are given by Davis and Oleson in their report of student nurses' experiences in making the transition from the university phase of their preparation to the hospital phase.

> . . . a source of identity stress derives from the direct impact of nursing per se on the student. Unlike the medical or law student who undergoes an extended period of training before being granted access to patients or clients, the student nurse is from the start assigned to and must assume a certain measure of responsibility for the care of hospital patients, nearly all of whom are seriously ill, many of them critically so. She is forthwith exposed to a variety of distressing sights, sounds and smells such as few of her agemates on college campuses or in the world at large will ever be called upon to witness, much less to deal with in a skilled and responsible fashion. Much as she may have rehearsed these exigencies in her mind before coming to nursing, their actual occurence almost inevitably poses a severe test for the ego. And the grappling with it tends to disturb dramatically the carefully nurtured scheme of talents, interests and involvements that, in popular thought, comprise the middle class woman's life style. . . . This facet of the student's initiation into nursing is experienced as threatening to that complex of gentility, sheltered dependence and worldly incapacity which still forms so large a part of the concept of femininity in our society. (Davis and Oleson, 1963, p. 95-6)

Thus Davis and Oleson concluded that the problem for their subjects was one of "reconciling nursing values and demands with an already well-incorporated imagery of middle class life styles, particularly as the confrontation of the two impinges on their projected concept of the adult female role." (Davis and Oleson, 1963, p. 93)

Super gives this general description of a theory which encompasses the problems experienced by the dietitians and the nurses during the induction process:

> . . . satisfaction in one's work and on one's job, and the was of life that goes with them, enable one to play the kind of role that one wants to play. It is again, the theory that vocational development is the development of a self concept. That the process of vocational adjustment is the process of implementing a self concept and that the degree of satisfaction attained is proportionate to the degree to which the self concept has been implemented. (Super, 1953, p. 192)

Griff refers to tension points as points of decision. It is possible that what Festinger would identify as "dissonance" is a "tension point" in Griff's conceptualization:

> Not all decisions have equal tension producing force. Some, such as the decision of whom and when to marry, or when and where to move, or what career to follow, are usually more crucial than other decisions. These tension points which are produced and decided in a social context, i.e., in interrelationships to and with significant others and groups, can be called social tension points, as distinguished from individual tension points. With reference to occupations such tension points are particularly crucial since the social meaning of work is pervasive in a society based on achieved, rather than ascribed status. In such a society, it is through a person's work that he belongs to a specific social class and enjoys, or does not enjoy, certain rewards which society has established as goals; material rewards in the form of money and the symbols of success which money can buy; and immaterial rewards in the form of prestige, status and pride in accomplishment, which are derived from identification with a socially sanctioned occupation. (Griff, 1960, p. 220)

Erickson's discussion of transitions from adolescence to adulthood refers to a similar process:

> . . . the adolescent process is conclusively complete only when the individual has subordinated his childhood identifications to a new kind of identification achieved in absorbing sociability and in competitive apprenticeship with and among their agemates. These new identifications . . . force the young individual into choices and decisions which will with increasing immediacy, lead to a more final self definition, to irreversible role patterns and thus to commitments for life. (Erickson, 1960, p. 45)

This notion is not unrelated to one of the elements in Ginsberg's theory of occupational choice in which he states that the process is largely irreversible. He points out that experience cannot be undone, for it results in investments of time, of money, and of ego; it produces changes in the individual. Another of his propositions relates quite specifically to Becker's concept of situational adjustment and proposes that the process of occupational choice ends in a compromise between interests, capacities, values and opportunities. (Ginsberg, 1951)

Becker and Strauss, in a discussion of career commitments further elaborate on the interaction of several constructs which are relevant to the context of this study:

> A frame of reference for studying careers is at the same time a frame of reference for studying personal identities. . . . Central to any account of adult identity is the relation of change in identity to change in social position; for it is characteristic of adult life to afford and force frequent and momentous

> passages from status to status. . . . Identity is never gained nor maintained once and for all. Stabilities in the organization of behavior and of self regard are inextricably dependent upon stabilities of social structure. Likewise change (or development) is shaped by those patterned transactions which accompany career movement. (Becker and Strauss, 1960, p. 218)

Power of the Group as a Change Agent

Bradford postulates that individuals have a generalized tendency to maintain a status quo in order to protect themselves from the discomfort of confronting the new:

> . . . Each person exists in a network of human interrelationships and a mixture of cultural forces which place conflicting strains on his ability to adjust, to utilize his potential resources and to grow. As a result, people adjust only partially to their worlds. They allow abilities to atrophy. They secure less than adequate understanding of themselves. Fearful of upsetting the precarious balance of internal-external relationships, they find little opportunity to become more aware of themselves, to find greater meaning in living. (Bradford, 1964, p. 198)

Freida Fromm-Reichmann (1960, p. 139) suggests that people who suffer from anxiety are at best only semi-aware of its causes. If this is so and reduction of anxiety rather than minute examination of its origin is the objective, then Seashore's (1957) findings are relevant. He determined that members of high cohesive groups exhibit less anxiety than members of low cohesive groups. He suggests that the cohesive group provides support for the individual in anxiety producing situations and that group membership per se offers satisfaction which has the effect reducing anxiety.

Bradford is in general agreement with the previous writers as he discusses the value of T-group interaction:

> The stress over problems of individual identity and of group survival is never relieved one and for all, because new events present new threats. Gradually, however, individuals learn that they need to alert their defenses less frequently. Gradually they see that openness in sharing feelings and motives and willingness to give and receive feedback are not only less dangerous than imagined but can be extremely helpful if one's own goal is to improve interpersonal behavior and to discover more fully one's own identity. (Bradford, 1964, p. 191)

Rogers describes characteristic changes in individuals which result from psychotherapy as being evidenced in:

> . . . movement from ineffective to effective choice, from fear of relationships to freely living in relationships, from inadequate differentiation of feelings and meanings to sharp differentiation. (Rogers, 1962, p. 361)

Wrenn in summarizing studies in which counseling has been utilized for the purpose of improving the self concept of individuals writes:

> There appears to be substantial proof that change in self acceptance is accompanied by increased acceptance of others and that this in turn is associated with independently appraised improvement in adjustment or in personality integration. (Wrenn, 1958, p. 108)

Combs in articulating his "personal discovery" way to teach, discusses a closely related issue:

> For most people there is a natural reluctance to give self over to untried and unknown circumstances. When one is involved, one is also vulnerable. When one is committed, one can be hurt. Many young people have been sufficiently humiliated in their previous experiences both in and out of school to make them approach with caution new situations which hold a potential for further self damage. They have a real need to play it safe. . . . (Combs, 1965, p. 99-100)

Change appears to be inevitable for the novice professional. There are powerful influences for regrouping one's defenses, both internally and externally:

> The person involved in changing his role from student to teacher is in a state of flux. As he moves through his training cycle and becomes less a student and more a teacher he finds tasks changed and reward systems altered. The sets of behavioral directions provided for him during his long career as a student are no longer apparent. He becomes producer rather than consumer, manager rather than managed. His status within the school setting differs; his patterns of movement in the familiar classrooms are no longer the same. (Cohen and Brawer, 1967, p. 179)

In order to make a successful transition, the first-time teacher must make intense personal adjustment to the demands of the new situation, where he finds a different status, a different role and completely different patterns of reward and reinforcement.

Eric Hoffer proposes that all change involves ordeal in one form or another; for the young a unique ordeal:

> . . . the separation of the individual from a collective body, even when it is ardently striven for, is a painful

> experience. The newly emerging individual is an unstable and explosive entity. This is true of the young who cut loose from the family and venture forth on their own. An autonomous existence is heavily burdened and beset with fears, and can be endured only when bolstered by confidence and self-esteem. The individual's most vital need is to prove his worth, and this usually means an insatiable hunger for action. For it is only the few who can acquire a sense of worth by developing and employing their capacities and talents. The majority prove their worth by keeping busy; a busy life is the nearest thing to a purposeful life. But whether the individual takes the path of self realization or the easier one of self justification by action he remains unbalanced and restless. (Hoffer, 1963, p. 25)

Sex Role and Professional Commitment

In the past, in the United States, predisposition to high degrees of vocational commitment has been associated with maleness, middleclass achievement orientation and professional status. The possession of these attributes not only motivated people to make extensive vocational commitments, they also served as social justification for the right to do so, while simultaneously shielding the individual from numerous, though certainly not all of the demands and distractions of the extra occupational sphere. (Davis and Oleson, 1963)

Mason, et al, in their study of first year teachers, discovered that only sixteen percent of the women in their population indicated that they fully expected to remain in the profession continuously:

> Findings regarding career plans indicate that for most women, teaching is a contingent role rather than a dominant one; they will teach if they do not marry, until they have children, when the children are all of school age, if their husband's job takes them to a community that has an attractive teaching vacancy. . . (Mason, 1959, p. 375)

In Lieberman's analysis of the teaching profession, there is a distinctly negative viewpoint expressed in relation to the fact that women treat the marital and family role as dominant:

> It should be obvious that the fact that so many women drift in and out of teaching means that it is very difficult for teachers to achieve occupational solidarity. The woman teacher interested chiefly in marriage and a home is not likely to take a strong interest in raising professional standards and in improving the conditions of teaching. Indeed such women are frequently opposed

> to raising professional standards; such action runs contrary to their personal long term interests. (Lieberman, 1956, p. 253)

Yet there are several pieces of research which indicate that girls and women who are psychologically and economically independent tend to make different career decisions from those made by girls who are more strongly influenced by traditions. For example, Becky White found that girls with high career motivation tended to be individuals who came from homes in which the male parent was deceased or in which there was less communication between the girl and her parents. This tendency for girls with career motivation to come from homes in which the father was deceased is in keeping with Seward's findings that girls with liberal attitudes about women's roles come from broken homes in which there had been either a divorced or a deceased parent. (White, 1959) (Seward, 1945)

Becky White goes on to explain that "girls adhering to a traditional pattern were more closely identified with their parents. Their ideals were similar to those of their parents and they perceived themselves as living up to their parents' ideals. Their homes tended to be ones in which both parents were living and where there was clear communication between the girls and their parents." (White, 1959, p. 205)

In a more recent study of 143 elementary teachers, conducted by Innard White, it was reported that the degree of their career commitment was related to the work history of their mothers. If their mothers had worked outside the home they were significantly more highly committed to their career in teaching. In addition those reporting that they had paid for their education primarily from their own efforts were more highly committed. Married teachers were more committed than unmarried teachers. (White, 1967)

In any society at any given time there is a set of generally prevalent conceptions of what women, as distinguished from men, are like and a set of expectations concerning what the members of each sex should do and be. Individual females and males adapt themselves to these role conceptions and role prescriptions with varying degrees of comfort or discomfort. Their adaptation depends, in the first place, on the range and depth of human needs that may be satisfied through taking the roles as defined, and in the second place, on varying individual dispositions toward role behavior, dispositions generated out of biological structures and processes, psychological correlates of these biological variables and experiences of growing up in a family. (Sanford, 1967, p. 255)

Mason, Dressel and Bain's comment in relation to this phenomenon makes very good sense:

> If the occupational role is the dominant role for men but not for women it should follow that the occupational plans of men would depend more on factors intrinsic to their work--

> for example, nature of supervision, opportunity for advancement, working conditions, and so on--while the occupational plans of women should depend more on factors extrinsic to their work--for example, marital plans or the age of their children. (Mason, 1959, p. 376)

If one explores the notion of dominant roles associated with concern about extrinsic factors, the formulations of Mishler appear highly relevant. Mishler suggests that people can be classified as "particularistic" or "universalistic", and further categorizes particularistic people as:

> oriented toward satisfaction and security in internal goals and cynical about other persons, or oriented toward satisfaction and security in external goals and rebellious against authority and social rules. (Mishler, 1953, p. 134-5)

The striking relation of this differentiation to male-female orientations, especially as they are associated with occupational and career patterns, leads one to wonder if women, rather than dragging their heels with respect to fulfilling prescribed career roles, may not instead, be leading the way to a more self fulfilling life in which there is room for work, for family and for leisure commitments.

Margaret Mead, in the epilogue to American Women, adds further support for this notion as she comments on the fact that the President's Commission on Women did not differentiate between job and career:

> The failure to distinguish between job and career in the case of women is merely a special case of the more general failure to do so in our entire society. Men increasingly are evaluating their work as it relates to their private lives and both men and women are reevaluating occupations that once demanded dedication and commitment. . . . in terms of the money and the demanding hours spent at work as compared with those given to leisure. (Mead, 1965, p. 185)

And finally, from the introductory statements of belief in the body of the report of the President's Commission on Women:

> We believe that one of the greatest freedoms of the individual in a democratic society is the freedom to choose among different life patterns. Innumerable private solutions found by different individuals in search of the good life provide society with basic strength far beyond the possibilities of a dictated plan. . . . each woman must arrive at her contemporary expression of purpose. (Mead and Kaplan, 1965, p. 17)

SUMMARY

Representative selections from the literature were presented to set forth the following ideas:

- All people find transitions difficult and in a period of social change when traditional modes are questioned, the problems associated with development and change are likely to be more traumatic.
- Transitions from adolescence to adulthood are acknowledged as among the most difficult. Within this stage of development, the selection of an occupational goal ranks high in anxiety producing ingredients because of the necessity to reconcile differences in ability, interests and opportunities in addition to the necessity of responding to counterdemanding expectations of peers and family.
- Because society assumes the occupational role as dominant for the male, boys have less difficulty than girls. Girls are expected by a traditionally oriented older generation to accept the marital role as dominant, yet must respond to the contemporary prescription which includes an occupational role as well.
- Women who attempt to pursue a professional or occupational role in addition to other prescribed roles including marital, may experience tension, identity stress and conflict which can be detrimental to personal and therefore to professional development.
- Professions and the role prescriptions set up for acceptance and continuation in professions are so traditionally oriented and restrictive at present that efforts to make concomitant commitments to feminine marital role requirements produce, in effect, overdemanding role loads.
- Women who succeed in combining a professional role with family roles may be credited with setting in motion the transformations which will eventually lead to changes in social values relative to the position of work, family and leisure in the lives of individuals.
- Counseling, both individual and group, is acknowledged as essential and effective in assisting people in increasing self knowledge, reducing differences between their actual and ideal self concepts, and in reducing anxiety and identity stresses frequently associated with efforts to reconcile conflicting values and commitments in personal, family, social, and occupational role demands.
- Teaching is said to demand effective use of the self. Therefore the previously cited generalizations are particularly relevant to teacher education programs. Programs dealing with women and concerned with teaching home economics and family life education must help students mediate among conflicting role demands.

DESIGN OF THE STUDY

The experiment devised and executed under controlled conditions within a normal setting involved a system of planned intervention hypothesized to have the capacity to operate significantly in changing the attitudes and perceptions of a specified group of girls who were preparing to become Home Economics teachers.

Contemporary literature relating to women points convincingly to the proposition that problems involved in mediating the conflicting demands of a professional and personal self-concept are intense for most young women. Counseling has been effective in assisting people to reduce anxiety and identity stress associated with such conflicts, therefore the planned intervention selected for this study consisted of the introduction of non-directive, laissez-faire counseling to coincide with three integrated courses which were offered in the first of a two-term sequence of professional preparation for prospective Home Economics teachers.

The variables identified for study included self-concept, self actualization, professional commitment and teacher concern.

The Objectives

(1) to investigate the influence of group counseling in reducing anxiety and identity stress among prospective home economics teachers.

(2) to study the interrelationships among scores on measures of professional commitment, self concept, self actualization and concern for students.

(3) to determine, through content analysis of transcriptions of recorded counseling sessions, the nature and sources of actual and anticipated conflict indicated by students who are entering the final stage of preparation for teaching.

The Hypotheses

(1) Student teachers who have had a group counseling experience during the preprofessional phase of their program will differ significantly from students in comparable groups who did not have the counseling experience with respect to final scores on:

a. Loftis' Measure of Professional Commitment
b. Bills' Index of Adjustment and Values
c. Shostrom's Personal Orientation Inventory
d. Ray's Student's Estimate of Teacher Concern

(2) Student teachers who have had a group counseling experience during the preprofessional phase of their program will not differ significantly from students in comparable groups who did not have the counseling experience, when the criterion is:

   a. grades in professional courses taken in the same period
   b. scores on the Rating Scale for Student Teachers

(3) There will be significant positive relations between and among the final scores on variables identified in this study.

The Population

The investigation was conducted over a fifteen month period and involved four sets or a total of sixty prospective teachers, three Home Economics teacher educators and two psychological counselors. All were associated with The Pennsylvania State University.

The Setting

The experiment was conducted within the regular setting of the Home Economics Education program at The Pennsylvania State University. The time span for each set was two consecutive terms and included a total of sixteen credits. In the first term of the sequence six credits are blocked together and taught by one instructor. This instructor retains responsibility for supervision of the girls while they are student teaching, and conducts the final two week long seminar on-campus following the off-campus teaching experience.

Instrumentation

The data for this study included scores from four measures identified as providing appropriate criteria for the dependent variable: personal professional self concept. The measures were Shostrom's Personal Orientation Inventory, Bills' Index of Adjustment and Values, Loftis' Measure of Professional Commitment and Ray's Student's Estimate of Teacher Concern. In addition, selected grade point averages and scores from the Rating Scale for Student Teachers were utilized as criteria for the dependent variable: degree of success in student teaching.

Personal Orientation Inventory*

The Personal Orientation Inventory developed by Shostrom was utilized to provide an estimate of the degree of self-actualization of the subject. According to Maslow, self-actualization refers to:

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*Item 96 omitted per request of USOE Review Committee.

> The full use of talents, capacities, potentials; gratification of the basic needs for safety, belongingness, love, respect and self respect, and of the cognitive need for knowledge and for understanding. (Maslow, 1954, p. 199)

Although Shostrom's inventory utilizes Maslow's theoretical formulation, others have used the concept in attempts to describe the healthy fully functioning individual, e.g., Rogers (1961), Kelly (1962), Moustakas (1956) and Combs (1962).

The Shostrom measure was particularly attractive as a criterion because it measures positive mental health, however, because it was developed for use in counseling settings as a diagnostic device, the norms and the scoring mechanisms are built around a series of subscores rather than a total estimate. For the purposes of this study Murray's total score was used. Murray applied Kendall's coefficient of concordance and concluded that a summated score is valid. (Murray, 1966, p. 27) This source appears in the latest manual for the inventory. (Shostrom, 1967)

According to Murray's method of scoring, norms derived from the profiles presented in Shostrom's 1967 manual suggest that individuals with scores above 153 can be considered self-actualizing while those with scores below 134 are classified as nonself-actualizing.

Although there are, admittedly, further developmental possibilities in Shostrom's inventory, he did validate it by means of judgments by clinically sophisticated counselors in relation to the degree of self-actualization evidenced by patients. The reliability coefficients of .91 and .93, based on two subscores are underestimates if the experience of Murray (1966) can be introduced as evidence.

Index of Adjustment and Values

The Index of Adjustment and Values was utilized to provide an estimate of the subjects' view of themselves in relation to an idealized self-concept. Only the self-concept score and the discrepancy scores are utilized in the statistical analysis. The self-concept score represents a self report only, while the discrepancy score represents the difference between one's self-concept and one's reported ideal self. According to Bills, (1951) the theory underlying the measure is that:

> Behavior is consistent with a behaver's perceptions about the world in which he lives. His perceptions are influenced by several variables including: his needs and values, the presence or absence of threat, opportunities for experience with stimuli, the perceiver's physiological state, and his beliefs about himself and other people. These latter beliefs include factors such as self-concept, concept of the ideal self, acceptance of self, and beliefs about other people's acceptance of themselves.

> The theory also states that behavior is the effort of a person to maintain or to enhance his self-organization. Stated in an oversimplified manner this implies, in part, that a person has information relative to his present organization (self-concept is a part of his self organization) and a view of himself as he wishes to be (concept of his ideal self). A significant portion of his behavior is aimed at bridging this gap. Furthermore, his self-satisfaction is directly related to the difference he perceives between his self-concept and his concept of his ideal self. Personal maladjustment exists when the discrepancy between these two concepts is sufficiently large as to cause unhappiness.

From test-retest data reported by Bills (1953, p. 135-38) it was concluded that changes from test to retest represent valid changes in emotionality on the part of subjects. The reliability coefficients reported in various studies utilizing the measure are in the .90's.

The Bills index takes a very direct and less theoretically oriented approach to the self, and may for that reason produce results which are not perfectly correlated with the measure of self-actualization.

Measure of Professional Commitment

The Loftis Measure of Professional Commitment was seen as particularly relevant for this study because of the pervasive image of women as tending to contingent commitment to roles and responsibilities external to the family and marriage. The measure is reported to give scores which are independent of age, sex, marital status and experience. The measure was developed and validated on experienced teachers, however, it has been used with student teachers and by Hillman (1966) in a study comparing the two groups. Reported reliabilities have been in the high 90's.

Loftis defines professional commitment as referring to those teachers who are serious in their intent to remain in the profession and to make their efforts count in achieving high quality in education. (Loftis, 1962, 1963). This description in and of itself is explanation for the decision to use the measure as a criterion.

Student's Estimate of Teacher Concern

The concept of teacher concern developed by Nygren (1955, 1960) is defined as "a condition in which the teacher has communicated a regard for the well being of students." Within the concept it is hypothesized that the concerned teacher gives recognition, shows understanding and a willingness to help the student. The measure originated by Nygren and refined by Ray (1959, 1960) provides evidence that teachers perceived by students as concerned for their individual welfare are judged by other criteria as effective.

The measure has been utilized in studies of student teachers as well as with experienced teachers, and differentiates satisfactorily among teachers and among student teachers (Murray, 1966; Perry, 1967). The reliabilities reported are usually in the high nineties. In this measure the score for a teacher is actually a mean score based on the collective judgments of a specified group of students.

The Student's Estimate of Teacher Concern is seen as a particularly useful indicator in this study because it has the unique advantages of being unrelated to grade related estimates by professors and supervising teachers, and unrelated, too, to the student teacher's self reported estimate of her personal adjustment or adequacy. The additional merits of the score based on collective judgments is alluded to in the previous paragraph.

Rating Scale for Student Teachers

The rating scale referred to was developed by the staff of the Home Economics Education department at The Pennsylvania State University (revised 1964). Although the title refers to a fairly extensive scale used in interval cooperative evaluations throughout the student teaching experience, the segment used in this study is merely a seven point summary rating included on the last page of the device. This rating, completed by the supervising teacher, asks that the student teacher be evaluated on a scale from 7 (one of the best student teachers I have ever worked with) to 1 (one of the poorest student teachers I have ever worked with). In this rating an average student would receive a 4.

This criterion was included because it is one of the few sources of information solicited from the supervising teacher as an independent judgment. In all other evaluative procedures the technique of three way conference, or mutual agreement is advocated, therefore the rating would reflect a composite opinion rather than an independent judgment. Inasmuch as responsibility for the final grade rests with the college supervisor it is hypothesized that the grades given for the relevant courses represent a truer estimate of the college supervisor's rating than that of either the student teacher or of the supervising teacher.

Grades in Professional Courses

There are two sources of scores for this criterion: the grade point average for the six credits of professional courses blocked in the first term and representing achievement during the interval in which counseling was experienced, and the ten credits for student teaching plus the final seminar at the end of the second term.

The university system of assigning a value of four to a credit of A, a value of three to a credit of B, a value of two to a credit of C, etc., gives a possible top score of 4.00 and a low possible of .00.

Interest in this criterion is particularly related to the possibility that really effective counseling may have, at the early or immediate level, a detrimental effect on achievement. To recommend a regimen of psychological counseling which might function to lower achievement would be subject to criticism even if long term benefits could be demonstrated.

Procedure

Each of four groups of undergraduate home economics education majors entering the two term sequence of preprofessional courses was assigned randomly to one of two subgroups, then groups were assigned by chance to experimental or control conditions. They were not randomly assigned to instructors because neither student nor faculty schedules were subject to such manipulation.

In the class which was subdivided into groups 3 and 4 for the study, one girl drawn for the experimental group withdrew because of scheduling conflicts precipitated by requirements of a part-time job. A second girl drawn for the experimental group withdrew after the first session for personal reasons. Both girls were then treated as members of the control group and one additional girl was drawn from the original control group as a replacement. To determine if the limitations to randomness had functioned to give nonrandom distribution, cumulative grade point averages of the eight groups were studied by analysis of variance. The F ration of .882 suggested that the groups were not different from each other with respect to this particular variable. (Tables 1 and 2, pp. 3 and 4) Additional evidence related to pretest scores on the Personal Orientation Inventory and the Measure of Professional Commitment is also consistent with this finding. (Table 3, p. 5, Tables 4, 5 and 6)

Table 4 Cumulative Grade Point Averages for Eight Sub-Samples Randomly Selected by Sets

Tchr	Coun	Group	No.	Control Group Mean	Control Group S. D.	Experimental Group Mean	Experimental Group S. D.
X	-	1	5	2.670	.336		
X	-	2	7	2.973	.197		
Y	-	3	9	2.689	.462		
Y	A	4	10			2.737	.361
Z	-	5	6	2.920	.140		
Z	A	6	6			2.592	.292
Z	A	7	9			2.582	.499
Z	B	8	8			2.821	.656

Table 5 Analysis of Variance for Eight Sub-Samples Based on Cumulative Grade Point Averages Computed at End of Term Immediately Prior to the Experiment

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	7	.1472	.8421 (n.s.)
Error	52	.1748	
Total	59		

Table 6 Mean Total Pretest Scores on Personal Orientation Inventory for Five Groups

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	2	7	155.286	15.840		
Z	-	5	6	137.500	18.577		
Z	A	6	6			150.833	16.845
Z	A	7	9			154.778	17.101
Z	B	8	8			158.750	17.686

Table 7 Analysis of Variance for Five Groups Based on Mean Total Pretest Scores on Personal Orientation Inventory

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	4	444.350	1.501 (n.s.)
Error	31	296.091	
Total	35		

Table 8 Mean Pretest Scores on Measure of Professional Commitment for Five Groups

Tchr	Coun	Group	No.	Control Group Mean	 S. D.	Experimental Group Mean	 S. D.
X	-	2	7	150.286	18.328		
Z	-	5	6	163.833	14.106		
Z	A	6	6			152.167	13.512
Z	A	7	9			157.778	26.257
Z	B	8	8			166.500	10.392

Table 9 Analysis of Variance for Five Groups Based on Mean Pretest Scores on Measure of Professional Commitment

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	4	349.833	1.064 (n.s.)
Error	31	328.860	
Total	35		

Experimental Treatment

Students assigned to experimental conditions were asked to participate in a group counseling situation which consisted of two periods per week for eight weeks of the first term of the sequence. The group had as leader and participant professional counselor, a clinical psychologist. In addition to the two sessions per week during the first term, there were two group sessions in each of two weeks of seminar which followed the off-campus student teaching experience. All sessions took place in a conference room associated with the psychology department of which the counselor was a staff member. There was no interaction between the counselor and the instructors who were responsible for the courses being taken simultaneously by the students.

Each session was tape recorded and the tapes returned to the investigator at the end of each two-term interval. Subjects were selectively pretested and all were tested at the close of the experiment.

Related data available in cumulative files were utilized in the analysis in addition to that collected in conjunction with the testing program.

Control Treatment

Students assigned to control conditions experienced the regular program planned for the two-term sequence. Those who were assigned to the experimental treatment were also participants in the regular program and interacted with the control group, therefore selected attempts were made to measure the potential effects of mutual and differential treatments other than the counseling.

Controlling for effects of testing To ascertain if the experience of taking a series of psychologically oriented tests could invalidate the results from a second exposure to the same tests by alerting the subjects to the purposes of the experimental treatment, groups 1 and 2 were selected to participate in an experiment prior to the actual counseling experiment. These groups were selected randomly in the same manner as previously described, with group 1 merely identified and not pretested, while group 2 was pretested. It was hypothesized that significant differences between the two groups at the posttest period would favor the pretested group and that the differences, if any existed, would be manifested as gain on the part of group 2 subjects from pre- to posttest.

Controlling for teacher effects Because different teachers with different personalities and individualized strategies were participating in the experiment, it was hypothesized that differences among the noncounseled, nonpretested groups taught by teachers X and Y would be attributable to differences contributed by the teachers through their fairly extensive influence on the groups. Essentially then, groups 1 and 3 would be significantly different from each other at the posttest level, if the two teachers did in fact exert differential effects on the students.

Controlling for counselor effects In the original design of the experiment, one counselor, a clinical psychologist with distinctly nondirective orientations, was selected to conduct the group counseling sessions identified as the experimental treatment. To determine if different counselors with different approaches to the group might produce divergent results, a second counselor, with sociological and family relations background was engaged to work with a group in a more structured context than that preferred by the original counselor. The additional subjects, a second set of students for Teacher Z, were randomly assigned to group 7 or to group 8. Counselor A, the original counselor, was selected by chance to work with group 7 and Counselor B to work with group 8. With other sources of variation accounted for, differences in posttest scores of the two groups were hypothesized to be attributable to differences in counselor effects.

In summary then, it is possible to hypothesize a rank order for the posttest scores if all the treatments were to function as a theoretical interpretation would lead one to expect. In ascending order then, the scores should line up in the following way:

Group 1	no pretest, no counseling, no experiences related to the experiment
Group 2	pretested, no counseling, no experiences related to the experiment.
Group 3	no pretest, no counseling, interaction with other classmates who were in the counseled group.
Group 4	no pretest, group counseling.
Group 5	pretested, no counseling, interaction with other classmates who were in the counseled group.
Group 6	pretested, group counseling.
Group 7	pretested, group counseling, both counselor and teacher having had previous experience, total group being counseled.
Group 8	pretested, group counseling, new counselor with teacher oriented to positive possibilities and total group being counseled.

However, the simplest statistical maneuver at this point is to hypothesize no differences among the eight subgroups on the relevant variables when posttest scores are utilized and sources of error controlled.

FINDINGS

To facilitate interpretation of the findings to be reported, it should be useful for the reader to review the design and identify the differential treatments in a total context. The total experiment includes an example of the Solomon Four Group Design but has four additional groups which were intended to expand insights into the sources of variation rather than to replicate the four group design. The system of selection and observations is presented in such a way that the reader can identify treatments with groups, teachers and counselors as coded.

Table 10 Plan for the Experimental Study

Class	Assigned to Teacher		Group	Pretest	Experimental Treatment	Posttest
I	X	randomly divided	1	No	No	Yes
			2	Yes	No	Yes
II	Y	randomly divided	3	No	No	Yes
			4	No	Yes (Counselor A)	Yes
III	Z	randomly divided	5	Yes	No	Yes
			6	Yes	Yes (Counselor A)	Yes
IV	Z	randomly divided	7	Yes	Yes (Counselor A)	Yes
			8	Yes	Yes (Counselor B)	Yes

The eight variables dealt with in the analysis are represented by interval units. The sources of data have been described previously, however, a list of abbreviations as used in the tables is included at this point.

Instrument Titles in Abbreviated Form

Abbreviation	Full Name of the Measure
POI	Personal Orientation Inventory
MOPC	Measure of Professional Commitment
IAV - SC	Index of Adjustment and Values--Self-Concept Score
IAV - Disc.	Index of Adjustment and Values--Discrepancy Score
SETC	Student's Estimate of Teacher Concern
GPA - Bl.	Grade Point Average--Six Credits Blocked Professional Courses
GRA - St. T	Grade Point Average--Ten Credits of Student Teaching
St. T Rating	Rating Scale for Student Teachers

Although true experimental designs are notoriously difficult to execute in normal settings where rights of the individual prevent excessive manipulation, there appears to be little to be gained by efforts at innovation which do not, insofar as possible, control for extraneous factors. In this study, several potential sources of error in measured outcomes were acknowledged through design and data collection.

Controlling for effects of pretesting

No significant differences emerged from the comparison of posttest scores of group 1 with those of group 2 on any of the variables for which data were available. This included scores on six of the eight possible variables summarized in Table 11, p. 33.

Furthermore, comparison of pretest and posttest scores of subjects in group 2 resulted in an additional finding of no significant gains in the Personal Orientation Inventory Scores nor in Professional Commitment scores. (Table 12, p. 35) There were no scores available on the Index of Adjustment and Values for these two groups, however, on the basis of analyses completed it was concluded that no correction for effects of pretesting was indicated.

Table 11 Mean Posttest Scores on Six Variables for Group 1 and Group 2 with Differences in Testing Effects Evaluated by t Tests.

Criterion	Group 1		Group 2		t value
	Mean	S. D.	Mean	S. D.	
POI	156.000	21.587	157.571	16.841	.136 (n.s.)
MOPC	158.000	12.186	153.143	16.618	.584 (n.s.)
SETC	275.000	25.436	276.286	30.505	.079 (n.s.)
GPA-Block	3.364	.339	3.544	.268	.989 (n.s.)
GPA-St. T	3.620	.502	3.443	.483	.612 (n.s.)
St. T Rating	6.000	.000	4.85	2.333	.348 (n.s.)

Table 12 Mean Pretest and Posttest Scores on two Variables for Group 2 with Differences in Testing Effect Evaluated by t Tests

Criterion	Pretest		Posttest		t value
	Mean	S. D.	Mean	S. D.	
POI	155.286	15.840	157.571	16.841	.261 (n.s.)
MOPC	150.286	18.328	153.143	16.618	.306 (n.s.)

Controlling for teacher effects

There was no significant difference between the two teachers with respect to their individualized teaching strategies, when the criteria were scores on six variables as summarized in Table 13 , p.36 for group 1 (teacher X) and for group 3 (teacher Y).

Controlling for counselor effects

The proposition that differing styles of counseling could produce differentiated results found no statistical support in the experiment reported here. There were no significant differences between the final scores of subjects in group 7 (counselor A) and those in group 8 (counselor B) on any of the eight variables. (Table 14, p. 36)

Table 13 Mean Posttest Scores on Six Variables for Groups 1 and 3 with Differences in Teacher Effects Evaluated by t Tests

Criterion	Group 1		Group 3		t value
	Mean	S. D.	Mean	S. D.	
POI	156.000	21.587	156.778	18.095	.684 (n.s.)
MOPC	158.000	12.186	165.444	6.948	1.256 (n.s.)
SETC	275.000	25.436	282.556	41.228	.423 (n.s.)
GPA-Block	3.364	.339	2.924	.661	1.419 (n.s.)
GPA-St. T	3.620	.502	2.944	.557	2.293 (n.s.)
St. T Rating	6.000	.000	5.22	1.062	2.137 (n.s.)

Table 14 Mean Posttest Scores on Eight Variables for Group 7 and Group 8 with Differences in Counselor Effects Evaluated by t Tests

Criterion	Group 7		Group 8		t value
	Mean	S. D.	Mean	S. D.	
POI	164.000	17.443	167.750	13.264	.502 (n.s.)
MOPC	164.778	17.477	172.625	8.782	1.189 (n.s.)
IAV-SC	195.556	20.249	195.125	11.993	.054 (n.s.)
IAV-Disc.	34.889	14.979	31.000	7.483	.688 (n.s.)
SETC	288.556	32.879	294.750	28.248	.418 (n.s.)
GPA-Block	3.164	.424	3.249	.586	.336 (n.s.)
GPA-St. T	3.200	.427	3.300	.407	.474 (n.s.)
St. T Rating	5.444	1.592	5.555	2.210	.124 (n.s.)

Testing for Effects of Experimental Treatment

On the basis of this series of statistical tests, it was concluded that any nonrandom differences in scores of counseled and noncounseled groups could be credited to the major experimental treatment--the group counseling experience. It was therefore hypothesized that there would be significant differences among groups and that the differences would favor the counseled groups when the criteria were scores on the Personal Orientation Inventory, Self-Concept and Discrepancy Score on the Index of Adjustment and Values, Measure of Professional Commitment and the Student's Estimate of Teacher Concern.

The single classification Analysis of Variance Applied to the scores resulted in nonsignificant F values for each of the five indices to indicate no basis for accepting the hypothesis as stated (Tables 15-24).

Table 15 Mean Total Posttest Scores for Eight Groups on Personal Orientation Inventory

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	1	5	156.000	21.587		
X	-	2	7	157.571	16.841		
Y	-	3	9	156.778	18.095		
Y	A	4	10			147.200	16.705
Z	-	5	6	143.000	17.006		
Z	A	6	6			152.000	18.751
Z	A	7	9			164.000	17.443
Z	B	8	8			167.750	13.264

Table 16 Analysis of Variance for Eight Groups Based on Mean Total Posttest Scores of Personal Orientation Inventory

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	7	512.413	1.712 (n.s.)
Error	52	299.354	
Total	59		

Table 17 Posttest Mean for Self-Concept Sub-Scores on Index of Adjustments and Values for Six Groups

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	1	5				
X	-	2	7				
Y	-	3	9	201.667	16.583		
Y	A	4	10			201.300	17.075
Z	-	5	6	199.167	17.244		
Z	A	6	6			199.333	13.110
Z	A	7	9			195.556	20.249
Z	B	8	8			195.125	11.993

Table 18 Analysis of Variance for Six Groups Based on Posttest Means for Self-Concept Sub-Score on Index of Adjustment and Value

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	5	68.322	.251 (n.s.)
Error	42	272.795	
Total	47		

Table 19 Posttest Means for Discrepancy Score on Index of Adjustment and Values for Six Sub-Groups

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	1	5				
X	-	2	7				
Y	-	3	9	30.222	12.163		
Y	A	4	10			31.200	12.488
Z	-	5	6	37.000	14.436		
Z	A	6	6			35.667	9.750
Z	A	7	8			34.889	14.979
Z	B	8	9			31.000	7.483

Table 20 Analysis of Variance for Six Groups Based on Posttest Means for Discrepancy Score on Index of Adjustment and Values

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	5	60.908	.407 (n.s.)
Error	42	149.795	
Total	47		

Table 21 Mean Posttest Scores on Measure of Professional Commitment for Eight Sub-Groups

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	1	5	158.000	12.186		
X	-	2	7	153.143	16.618		
Y	-	3	9	165.444	6.948		
Y	A	4	10			153.700	16.385
Z	-	5	6	167.000	13.565		
Z	A	6	6			163.667	12.469
Z	A	7	9			164.778	17.477
Z	B	8	8			172.625	8.782

Table 22 Analysis of Variance for Eight Sub-Groups Based on Mean Posttest Scores for Measure of Professional Commitment

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	7	365.690	1.954 (n.s.)
Error	52	187.192	
Total	59		

Table 23 Mean Posttest Scores on Students' Estimates of Teacher Concern for Eight Groups

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	1	5	275.000	25.436		
X	-	2	7	276.286	30.505		
Y	-	3	9	282.556	41.228		
Y	A	4	10			287.600	33.755
Z	-	5	6	274.333	61.390		
Z	A	6	6			300.833	28.590
Z	A	7	9			288.556	32.879
Z	B	8	8			294.750	28.248

Table 24 Analysis of Variance for Eight Groups Based on Mean Posttest Scores on Students' Estimates of Teacher Concern

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	7	599.247	.450 (n.s.)
Error	52	1330.538	
Total	59		

It was further hypothesized that there would be no significant differences among groups when the criteria were scores on the Student Teacher Rating and Grade Point Averages for Block and Student Teaching. The single classification Analysis of Variance resulted in nonsignificant F values for all three variables thus providing no basis for rejecting the hypothesis. (Tables 25-30)

Table 25 Mean Grade Points Earned in Six Credit Block of Professional Courses for Eight Groups

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	1	5	3.364	.339		
X	-	2	7	3.544	.268		
Y	-	3	9	2.924	.661		
Y	A	4	10			3.331	.400
Z	-	5	6	3.443	.555		
Z	A	6	6			2.913	.404
Z	A	7	9			3.164	.424
Z	B	8	8			3.249	.586

Table 26 Analysis of Variance for Eight Groups Based on Mean Grade Points Earned in Six Credits of Professional Courses

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	7	.3771	1.631 (n.s.)
Error	52	.2312	
Total	59		

Table 27 Mean Grade Points Earned in Ten Credits of Student Teaching for Eight Groups

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	1	5	3.620	.502		
X	-	2	7	3.443	.483		
Y	-	3	9	2.944	.557		
Y	A	4	10			3.224	.555
Z	-	5	6	3.367	.294		
Z	A	6	6			2.950	.302
Z	A	7	9			3.200	.427
Z	B	8	8			3.300	.407

Table 28 Analysis of Variance for Eight Groups Based on Mean Grade Points Earned in Ten Credits of Student Teaching

Source of variation	Degrees of freedom	Mean Square	F ratio
Treatment	7	.349	1.623 (n.s.)
Error	52	.215	
Total	59		

Table 29 Mean Scores on Student Teacher Rating Scale for Eight Sub-Groups

Tchr	Coun	Group	No.	Control Group		Experimental Group	
				Mean	S. D.	Mean	S. D.
X	-	1	5	6.000	.000		
X	-	2	7	5.000	2.160		
Y	-	3	9	5.222	1.092		
Y	A	4	10			5.500	1.779
Z	-	5	6	5.500	1.048		
Z	A	6	6			4.666	2.065
Z	A	7	9			5.444	1.333
Z	B	8	8			5.500	1.069

Table 30 Analysis of Variance for Eight Sub-Groups Based on Mean Scores on Student Teacher Rating Scale

Source of Variation	Degrees of freedom	Mean Square	F ratio
Treatment	7	.9341	.422 (n.s.)
Error	52	2.2137	
Total	59		

To further examine the possibility of discovering systematic differences between the counseled and noncounseled groups, the four sub-groups which had been counseled were combined and compared with the combined group of noncounseled. The bases for comparison were the previously described indices and the statistical test was the t for the independent samples of unequal size. Nonsignificant t values for the eight variables led to the conclusion that there were no systematic effects attributable to the experimental treatment (Table 31). On the basis of the several findings it must be concluded that the particular regimen of group counseling attempted in this study was not effective in bringing about differentiated behaviors and attitudes on the part of the participants.

Table 31 Mean Posttest Scores on Eight Variables for Counseled and Noncounseled Subjects with Differences Evaluated by *t* Tests

Criterion	Counseled Subjects			Noncounseled Subjects			t Values
	No.	Mean	SE^2	No.	Mean	SE^2	
POI	33	157.64	9.85	27	153.78	12.16	.823 (n.s.)
MOPC	33	163.12	7.40	27	161.22	6.31	.513 (n.s.)
IAV-SC	33	197.88	7.59	15	200.67	17.67	.555 (n.s.)
IAV-Disc	33	32.97	3.98	15	32.93	11.39	.009 (n.s.)
SETC	33	292.00	27.85	27	277.70	58.32	1.540 (n.s.)
GPA-BL	33	3.19	.64	27	3.28	1.10	.697 (n.s.)
GPA-St. T.	33	3.19	.60	27	3.29	1.02	.790 (n.s.)
St. T. Rating	33	5.33	.07	27	5.37	.07	.100 (n.s.)

Related Findings

Although no systematic differences among groups were discerned following the experimental treatment, when criteria were mean scores on the relevant variables, there were findings related to the levels of self-actualization of subjects at the posttest period, which suggest significant implications.

Of 23 counseled subjects who were pretested, 18, or 78 percent made gains in scores on the Personal Orientation Inventory. In one case the gain in score moved an individual from the nonself-actualized classification to normal; in ten cases the gain moved subjects from normal to high. The mean gain for the 18 counseled subjects who made gains was 11.72; one subject's score did not change and four subjects made negative changes of 20, 16, 6, and 4 to equal a mean negative change of 11.50.

To determine if the changes described had in fact resulted in placing a disproportionate number of subjects in the high classification on the Personal Orientation Inventory, a contingency table was devised using pretest data for predicting cell frequencies. The resultant Chi Square value with eight degrees of freedom was 57.81, a value which is significant beyond the one percent level.

Table 32 Actual and Expected Final Scores on Personal Orientation Inventory for Counseled and Noncounseled Subjects

					X^2=54.81**	
Treatment	Actual	Expected*	Actual	Expected	Actual	Expected
	Percent		Percent		Percent	
	High S.A.		Normal S.A.		Non S.A.	
Counseled (n=33)	73	44	15	47	12	9
Noncounseled (n=27)	56	44	35	47	9	9
Total (n=60)	65	44	25	47	10	9

*Expected frequencies derived from distribution of pretest scores

If there is validity to the hypothesis that more highly self-actualizing individuals are likely to be the more effective teachers, then treatments which function to move 78 percent of a given population in the direction of becoming more self-actualizing can be viewed with considerable interest. It is of significance to note that of the five subjects who did not make positive gains, three were already in the high self-actualizing category, one moved from high to normal self-actualizing and one moved to a lower score within the nonself-actualized range. The one subject whose score did not change (156-156) had a high cumulative grade point average (3.31), high commitment scores (175-177), high grades in the Block (3.50), success in student teaching (3.50), and the highest possible rank on the Student Teacher Rating Scale (7). It would appear, therefore, that she had not found anything either threatening or ego building in the total experience.

In contrast to this student, the subject whose Personal Orientation Inventory score dropped from 167 to 147 also had a high commitment score (177) at the pretest period, a lower cumulative average (2.52), a lower, though successful record in the professional Block (3.00), yet decidedly lower grades in Student Teaching (2.50). This subject demonstrated serious emotional instability throughout the period of initiation into teaching, and received a rating of 3 which is descriptive of below average performance. The change in POI score appears to represent a fairly accurate change in the subject's concept of self from the first time she took the test to the second. In the term following Student Teaching this student was given an opportunity for an additional experience in student teaching in which she was successful. She is presently holding a teaching position.

The subject whose pretest score was in the nonself-actualizing range and dropped even lower (133-117) was identified in the professional block experience as having personal problems which were likely to cause her difficulties in student teaching. She did have serious problems though she was finally able to finish the program. Her supervising teacher gave her a rating of _1_. In spite of the trauma of her student teaching experience, this student was able to be expressive in her communication with both her college supervisor and the psychologist who had conducted the group counseling sessions in which she had been a member. After she returned from student teaching she was assisted in getting individual counseling.

Although this student was not recommended for a teaching position when she graduated, she was able to obtain a position as a social case worker and is successfully employed at the present writing. An excerpt from a letter written to the college supervisor six months after her graduation suggests that the student teaching experience coupled with the counseling experiences have contributed to moving her from a marginal adjustment toward genuine psychological health:

> I would like to let you know that I enjoy my job as a social worker very much. It was a terrible struggle in the beginning, pulling myself out of my depression, but I feel a great deal better than I did. I sure hope I never get into that state of mind again.
>
> I'm getting out of my job exactly what I hoped to get: (1) I'm becoming more realistic, less idealistic. (2) I'm learning to distinguish between the things I can change and the things I can't change. (3) I'm not always accepting the blame for things that cannot be changed. (4) I'm learning how people cope with stressful situations--good ways as well as poor ways. (5) I'm becoming more confident and sure of myself. (6) I'm learning how to handle myself in difficult situations. (7) I'm trying not to become overwhelmed when things don't go exactly as planned (in this job nothing seems to go as planned), and (8) I've learned that people accept you as you accept yourself.

These brief explorations emphasize that the counseling experience coupled with student teaching did represent a dynamic stimulus for individuals. Although the changes which took place could not be documented as systematically related to the treatment, there is justification for further studying the potential of group counseling as an agent of change in the teacher education program.

Intercorrelation of Indices Studied

Although none of the indices studied in this experiment emerged as significant sources of variation, with reference to the experimental treatment, the interrelationships among the variables will be of interest to those who propose to study the role of self-concept in the education of teachers.

Table 33 Intercorrelation of Nine Variables Utilized in the Experimental Study

Variable	1	2	3	4	5	6	7	8	9
1 POI	-								
2 IAV-SC	-.084	-							
3 IAV-Disc	-.158	-.750**	-						
4 MOPC	.118	.535**	-.447**	-					
5 SETC	.226	.160	-.454**	.331*	-				
6 St.T.Rating	.136	.260	-.456**	.330*	.413**	-			
7 GPA-BL	.035	.159	-.219	.062	.036	.529**	-		
8 GPA-St.T.	.019	-.022	-.100	.126	.176	.637**	.774**	-	
9 GPA-Cum	.090	.079	-.195	.328*	.139	.429**	.735**	.607**	-

The scores on the Personal Orientation Inventory emerge as independent of all other scores. In addition the self-concept subscores of the Index of Adjustment and Values appear to be independent of the other criteria, with the exception of the highly significant relation to the scores on the Measure of Professional Commitment. On the other hand, the discrepancy subscore of the Index of Adjustment and Values is related to the Commitment scores, the Students' Estimates of Teacher Concern and to the Student Teacher Ratings. Evidently one can be professionally committed and judged successful by both students and supervisors regardless of the level of self-actualization or self-concept, but one must not be dissatisfied with his own perception of himself. Although self-concept and self-actualization scores as well as teacher concern scores are unrelated to grades received, the commitment scores are related to the cumulative grade point averages, while the Student Teacher Rating scores are highly related to all three grade indices. The Students' Estimates of Teacher Concern scores and the Student Teacher Ratings are also related.

In this study each variable was treated as an entity. Although dependent and independent variables were specified, the data provided no clear basis for holding to the concept of independence/dependence. To determine if a factor structure might emerge to provide additional insights into the data, final scores for eleven variables were subjected to principal components analysis and varimax rotation. Solutions with eight, five and three factors were completed. The three factor solution provided a conceptually meaningful derivation.

Table 34 Significant Loadings on the Rotated Matrix for Eleven Variables

Variable	Factor 1	Factor 2	Factor 3
Measure of Professional Commitment	.638		
Index of Adjustment and Value-Self Concept	.933		
*Index of Adjustment and Value-Self Acceptance	.871		
*Index of Adjustment and Value-Ideal Self	.660		
Index of Adjustment and Value-Discrepancy	-.718		
Grade Point Average-Education Block Courses		-.916	
Grade Point Average-Student Teaching		-.906	
Grade Point Average-Cumulative to Experiment		-.827	
Student Teacher Rating Scale		-.679	
Students' Estimates of Teacher Concern			-.786
Personal Orientation Inventory			-.647

*The Index of Adjustment and Value has four subscores. For the primary analysis only two subscores were used. For the factor study the two additional scores were utilized.

The three factors account for all eleven variables when one refers to coefficients which are significant beyond the one percent level for an n of 60. Only Factor 3 loaded significantly on other variables. Factor 1 has collected all four subscores of the Index of Adjustment and Value to combine with the commitment scores. None of the five variables were established as having a linkage with the achievement variables which clustered in Factor 2. If one refers only to the highly significant coefficients in Factor 3, the Personal Orientation Inventory scores and scores from the Students' Estimates of Teacher Concern load together to form a third independent unit. However, this factor does load at the five percent level on three additional variables: the Ideal Self scores (.355) and Discrepancy Scores (.463) which are more dominant in Factor 1 and the Student Teacher Rating (-.357) which is dominant in Factor 2, the Achievement factor.

This analysis provides evidence that the variables utilized in this study do relate meaningfully to each other. In addition, the findings suggest a framework for manipulation of related data in studies incorporating these variables. The fact that Personal Orientation Inventory scores loaded on the same factor as the Students' Estimates of Teacher Concern while the Index of Adjustment and Value scores loaded with the Measure of Professional Commitment suggests provocative questions about the relationship between the two indices of self concept and the theoretical bases of each.

Development of a Measure of Personal-Professional Role Preference

The original plan for the study included development of a measure, the content of which would be derived from analysis of the taped counseling sessions. The procedure as reported here included abstracting items, devising a measure which was administered to a group of female students who were majoring in education and derivation of factors from data obtained in this manner.

Analysis of Content of Counseling Discussions

Taped records were made of all counseling sessions. These tapes were transcribed by a research assistant and verified by the principal investigator who listened to each tape and followed the transcription to judge if the sense of the discussion was fairly recorded. When the discussions were lengthy or included much laughter or group responding, it was not possible to identify particular statements with individuals, in which case they were not considered a valid source for the stated purposes of content analysis.

After agreement was reached that the transcriptions were a true record of the sessions, they were studied by three staff members having responsibility for the project for the purpose of extracting statements referring to personal and/or professional role concepts. Statements were taken as verbatim abstracts and were cross validated by noting if the statement had been identified by a second person. Many statements selected were repeated in subsequent sessions, therefore the staff in a three-way conference reached an accord as to whether an item expressed a unique idea or if it could be deleted as repetitive. As an indicator of quantity of discussion from which these statements were selected, the statements represent less than five percent of the transcribed materials. The remainder of the discussions was either repetitive or judged to be unrelated to the major focus of the inventigation.

Development of the Measure

A total of 136 statements were selected through the previously described procedure. These items were randomly arranged in a questionnaire requiring two separate responses and providing for the subjects to respond in a context set forth by the following instructions.

> Undergraduate teaching majors have a variety of attitudes and beliefs about the lives they will lead following graduation. This questionnaire is concerned with determining what thoughts you may have had about your future and how these may differ from those of other persons you know.

DIRECTIONS:

Respond to each of the following items in two ways:

(1) In Column A circle either a 2 or a 1. A (2) response would indicate that you could have made such a statement yourself. A (1) response would indicate that you would not have made such a response.

(2) In Column B circle either a 2 or a 1. A (2) response would indicate that you have been aware of others having made such a statement. A (1) response would indicate that you are not aware of others having made such a statement.

The device was administered to undergraduate girls who were majoring in any field of education including Home Economics. A total of 58 usable questionnaires were scored for the analysis discussed here. The subjects were not in any way associated with the experimental study.

Factor Analysis of Data

The principal components program and varimax rotation were used to identify the dominant factors represented in the matrix. Diagonal elements were assumed to equal one, therefore limiting the analyses to common factors. In addition, the decision was made at this time to analyze only the responses which represented a self report on the part of the subjects.

Because the programs for the computer will accommodate only 105 variables, the 136 item questionnaire was split and two simultaneous analyses were completed. Rotation of the principal components was set for five factors. To reduce the number of variables to 105, items which did not have high loadings on at least one factor were omitted. A cutoff level of .35 allowed for elimination of the necessary items. At this juncture no attempt was made to analyze the content of the factors because there were actually ten factors with five derived from one set of data and the remaining five from a second set of data.

Utilizing the 105 items which withstood the cuts, a new correlation matrix and principal components solution was completed. The factor analysis and varimax rotations were set again for five factors and a criterion of .30 established as the criterion for inclusion in a factor. By this method only one item was significantly loaded on a second factor, therefore, the factor for which it had the higher loading gained the item.

Of the 105 variables included in the final rotations, a total of 77 met the predetermined criterion for inclusion in a factor. The items identified as contributing to the five factors were rescored with

with the sign of the factor loading used to determine the positive or negative valence of the item. The actual value of a loading was not incorporated in the rescoring system.

Using the newly derived item values reliabilities were computed for each of the five factors. The analysis of variance method of computing reliability gave the following values for the factors.

Table 35 Reliability of Five Factors as Strata

Factor	Number of Items	Reliability Estimate
I	27	.870
II	13	.685
III	14	.784
IV	10	.627
V	13	.403

Factor theory suggests that elements which have been adequately manipulated are more likely to produce low or zero correlations between and among factors. The intercorrelation of these five factors produced values ranging from -.235 to .369.

Table 36 Correlations Among Five Factors

Factor	I	II	III	IV	V
I					
II	.224				
III	-.228	-.235			
IV	-.142	-.047	.063		
V	.026	.369**	-.106	-.002	

To determine if variance attributed to the factors represented a significantly greater amount than that attributable to a common or shared component, stratified reliabilities were computed.

Table 37 Stratified Reliabilities for Five Factors

Source	Degrees of Freedom	Sums of Squares	Mean Square
Subjects	57	34.54	.606
Strata	4	63.01	
Item/strata	72	279.54	
Subjects/strata	228	131.85	.578
Residual	4104	613.02	.149
Total	4465		

Reliability Estimates

R = 1-(.578/.606) = .046 strata random
R = 1-(.149/.606) = .753 strata fixed

The ratio of subject by strata mean square to residual mean square was 3.872 which is significant beyond the one percent level and insures that the variance accounted for by the factors is significantly greater than that attributed to common variance. In this case in fact less than five percent of the variance is common or shared while 71 percent of the variance is specific to the factors. The remaining 25 percent is assumed to be error variance.

Description of the Factors

These fairly optimistic findings provide encouragement for studying the conceptual unity of the factors. Factor 1 which has a reliability of .870 has collected 27 items which describe the well rounded professional teacher. A high score represents a professionally committed individual who accepts the recognized role requirements of the teacher. A low score describes an antiprofessional rather than a nonprofessional viewpoint. The factor is identified as Professionally centered.

Table 38 Factor I: Professionally Centered

Number	Statement	Loading
17	My personal feeling is that I will have much to contribute to the teaching profession.	.696
51	I am excited about being involved with education.	.684
119	I see myself as having direction and a purpose for my life.	.596

33	I feel it will be necessary for me to continue taking courses at various times regardless of how many credits I accumulate.	.587
11	I feel that a teaching career will best allow me to express my individuality.	.584
50	I don't believe that a career is worth it for a woman.	-.571
72	I want to get my permanent certificate so I can continue to teach.	.566
58	To be a good teacher you need to know your weak points so you can improve them.	.563
41	I doubt that I will really enjoy teaching.	-.537
43	It is so difficult for me to organize plans and lessons that I feel I am not meant to be a teacher.	-.520
35	Both my husband and I want to continue our educations, but I feel it is most important that my husband go on while I work.	-.510
106	My behavior is mature and adjusted most of the time.	.491
52	Openmindedness and emotional maturity are goals I strive for as a teacher and a person.	.479
2	There are moments when I regret that I have majored in education.	-.459
126	I want to teach because I feel my content area is important and I enjoy young people.	.438
130	I will probably teach twenty or twenty-five years during my lifetime.	.425
67	I don't believe that I can teach in a similar fashion to the way I was taught.	.415
92	Most of my teachers think a great deal of me as a person.	.411
125	Recently I have decided that teaching will be the ideal career for me.	.411
57	Five or ten years appeals to me as a good length of time for a woman to work.	.407
42	I believe that once you are dishonest with others they will never trust you.	.403

6	I feel that women who are highly dedicated to a career are too idealistic and aren't really good teachers.	-.374
104	I have never felt so committed to anything else as I do to teaching.	.370
116	Several people have told me that I will be a good teacher.	.358
87	I think of teaching for just a short period of time.	-.340
36	I believe it is easier for me to assume a teaching role that is authoritarian and rigid.	-.340
24	A teacher should teach things that challenge the students	.332

The second factor which has been identified as Problem centered has a reliability of .685 and includes 13 items covering a variety of problems, real or anticipated. High score represents one who denies that problems will arise, while low score describes an anxious worrying type.

Table 39 Factor II: Problem Centered

Number	Statement	Loading
115	I am scared of student teaching because it is a challenge.	-.681
74	I am afraid that I will be working with groups that I have never worked with before.	-.547
86	My middleclass values interfere with my openmindedness as a teacher.	-.541
94	The thought of being a teacher sometimes embarrasses me.	-.511
25	I am afraid if I get emotionally involved with my students I will do something wrong.	-.483
99	Some people say it is a lot more expensive to go to work the first few years than it is to keep house.	-.432
95	I am in education because I've heard I can get a better job than in other vocations.	-.400
27	The organizational aspects of teaching comes easily to me but I am too self-conscious and awkward to successfully present materials in front of a class.	-.391

98	I think many of my friends would benefit from psychological counseling.	-.384
59	First you get certification, then your master's and by then you figure why have babies.	-.371
85	Student teaching is going to be an experience, because I am used to a suburban area and this is rural.	-.366
7	Everyone feels pretty much the same way about student teaching. We are all kind of jittery about it.	-.342
62	A good personal counseling program should be set up for graduating seniors.	-.342
82	I would like to get to know my instructors better and be able to talk to them.	-.322

A Family centered syndrome of concerns best describes Factor III which has a reliability of .784 with 14 items. High scores on this factor definitely identify individuals who consider family and marital responsibilities of primary importance, while low scores represent individuals who deny the existence of conflict between professional and personal goals.

Table 40 Factor III: Family Centered

Number	Statement	Loading
65	To get married and to be the best wife and mother possible is my primary goal in life.	.733
108	When I get married my husband will have to understand that I want a career.	-.700
69	I want to have children and I don't want to work while I have them.	.619
63	I frequently think about being a career woman.	-.616
66	I become totally involved with my career-related courses.	-.525
93	I often think about getting married and having a home and family.	.523
70	I think my teaching methods courses required unrealistically high standards of us.	.474

34	My one big goal is to achieve a successful professional career.	-.469
22	If you work for a few years you can get good furniture and other things sooner.	.332
61	The critical evaluation I was subjected to in college courses really helped me to improve my teaching.	-.446
40	My family urges me to get all the education I can.	-.418
134	I have had very few excellent teachers since I have been in college.	.396
3	For me teaching will serve as an insurance policy since I can always return to teaching if I need the income.	.381
107	My friends and I often complain about our courses.	.317

Factor IV, identified as Self centered has a reliability of .627. This factor collects ten items dealing with a variety of content which has in common the issue of how the individual perceives himself in the teacher role, an anticipatory person. High scores represent a positive concept of self in the professional role; low scores represent negative or inappropriate interpretations of self in the teacher role.

Table 41 Factor IV: Self Centered

Number	Statement	Loading
123	I find that developing individual relationships with my students strengthens my teaching and presents interesting challenges.	-.564
117	I don't want to get too deeply involved with my students because it becomes a drain on my time and energy.	.530
55	The experience of having brothers and sisters helps in teaching.	-.457
120	If you are married and your husband is to be working in an area then you want that area for a teaching job.	-.456
133	I'm not sure if it will cost more to go out and teach or to stay at home.	-.447
23	My instructors tend to be distant and hard to get to know.	-.411

124	Slum children need the best education possible if they are to improve.	-.409
20	Being too openminded as a teacher can cause you to do things out of the ordinary and be detrimental to your teaching.	.365
5	I don't want to live alone while I am student teaching.	.329
38	There is a world of difference between a big city school and a suburban school.	.328

The final factor, V, deals with an idea referred to here as *Opportunity centered*. This factor with a reliability of .402 has 13 items which focus on strategies selected by the individual to maximize individual accomplishment rather than student oriented or professionally oriented accomplishment. A high score represents an individual who is achievement oriented but not altruistic. A low score represents an individual who is achievement oriented and accepts negative or professionally unacceptable means.

Table 42 Factor V: Opportunity Centered

Number	Statement	Loading
54	I was apprehensive about student teaching.	-.614
96	I am scared of student teaching because this is the first time I have done something like this.	-.542
84	If one of my students is doing something morally wrong, then I feel it is my responsibility to find out why.	-.521
28	I find a helping relationship with my students best characterizes the teaching role that appears most natural to me.	-.468
64	Exterior control of student behavior is pretty important to good teaching.	-.443
56	Sometimes I get so excited about being a woman and the opportunities we have for pursuing a career.	.411
114	I don't want a master's degree because it is just too much work.	-.398
71	Monetary compensation will be a primary consideration when I select my first teaching position.	.386

1	I think we are better prepared to teach than other education majors.	-.383
13	The style of teaching that one prefers makes a lot of difference in the selection of a teaching position.	.367
79	After four years of college my plan is to get the best paying job I can find.	-.358
18	I feel that being completely honest with one's students can hurt their feelings and thus injure the relationship.	-.354
135	Authority maintained in a classroom should be warm and understanding.	-.327
105	My mother worked and I don't think it is good.	-.321

Although the factors identified and the statistics from which they were derived are based on a limited exploratory study of the attitudes and opinions expressed by the student teachers who participated in the experimental study, it is apparent that the concepts merit further study. The 77 items composing the five factors will be utilized in the follow-up phases of this study. In addition, further refinements of the measure will be attempted by developing a pool of data from other teacher preparatory programs.

Summary

Eight randomly divided groups were subjected to differential treatments with four designated as *experimental* and four as *control* groups. The experimental treatment consisted of a regimen of group counseling which accompanied a two term sequence of professional courses culminating in a student teaching experience.

Sources of error in measurement attributable to testing, to teacher differences and to counselor differences were found to have contributed only random variations in scores, therefore, it was assumed that any nonrandom differences in scores could be credited to the experimental treatment.

There were no significant differences between the counseled and non-counseled groups on any of the variables studied. It was concluded that the particular treatment effects were not differentiated enough to bring about significant changes in the groups. However, the no difference finding in relation to grades earned and to the supervising teachers' rating of student teachers demonstrates that the treatment influenced, neither positively or negatively, the achievement records of the students involved.

Analysis and interpretation of the content of the counseling sessions and subsequent development of a measure, provide data to suggest that there could be differences between the groups which were not accounted for by the variables utilized in this study.

CONCLUSIONS AND RECOMMENDATIONS

Teacher educators who are associated with programs which invest a considerable proportion of their energies and resources in the preparation of women for professional positions, are continuously and uncommonly aware of the competition posed by the marital and family responsibilities of their graduates. Despite the acknowledgement that our society has assigned to the female primary responsibility for childrearing and other family roles, educators must remain concerned with maximizing the productivity of professionally trained women. With continuing scarcity of both training resources and teachers, imaginative attempts to increase the proportion of women who enter, remain in, and return to the profession can be viewed with interest.

The Study

This is a report of an experimental attempt to determine if prospective teachers can be helped through group counseling to sort out conflicting demands and clarify role standpoints in relation to their future professional status. It was assumed that girls in general experience conflict, identity stress and anxiety during the preprofessional phase of their preparation for teaching, and that opportunities to ventilate, to discover that others have similar feelings, would assist them in clarifying their own positions. It was hypothesized that such help would lead to a significantly greater sense of self actualization, a more positive self-concept, more freedom to express a professional commitment, and greater ability to relate to the students she teaches. It was further hypothesized that such counseling would not have a significant effect on grades earned, inasmuch as grades are assumed to reflect achievement and academic status rather than psychological status.

Conclusions

The experiment devised and executed under controlled conditions within a normal setting involved a system of planned intervention hypothesized to have the capacity to operate significantly in changing the attitudes and perceptions of a specified group of girls who were preparing to become Home Economics teachers.

The statistical manipulation of data to account for hypothesized errors in measurement attributable to testing, to teacher differences and to counselor differences resulted in nonsignificant values, thus leading to the conclusion that any nonrandom differences in scores of counseled and noncounseled groups could be credited to the major experimental treatment--the group counseling experience.

It was hypothesized that there would be significant differences among groups and that the differences would favor the counseled groups when the criteria were any of the four indices of personal professional self-concept: Personal Orientation Inventory, Self Concept and

Discrepancy scores on the Index of Adjustment and Values, Measure of Professional Commitment and Students' Estimates of Teacher Concern. The single classification analysis of variance applied to the scores resulted in nonsignificant F values for each of the five indices to indicate no basis for accepting the hypothesis as stated.

There were no systematic differences attributable to the experimental treatment, therefore it was concluded that the particular regimen of group counseling attempted in this study was not effective in bringing about differentiated behaviors and attitudes on the part of the participants.

The framework of the experimental study relied heavily on self-actualization and related theoretical formulations as the indices of change believed to reflect the freeing of feelings generally associated with the counseling experience. The measures utilized represented indirect evidences of experimental effects. They did not function to support the hypotheses. However, there is evidence from the analysis of records taken in the counseling sessions that these prospective teachers were experiencing conflict, anxiety and identity stress, thus the possibility of finding measurable differences between counseled and noncounseled subjects remains.

A measure was devised by abstracting the transcribed statements. This measure holds the promise of revealing that there are differences between the two treatment groups with respect to the original objective of helping individuals sort out conflicting demands and to clarify role standpoints in relation to their professional statuses.

Although the motivation for this study was a concern for the well documented marriage/career role conflicts of young women, the factors evolved are not centered in this concern. The factors do, nonetheless, represent conceptually meaningful dimensions of personal professional role preference. They are identified tentatively as: professionally centered, problem centered, family centered, self centered, and opportunity centered role preferences. One factor, family centered, does focus on the original issue, however, the remaining four factors round out the picture and document a syndrome of anxieties and feelings of inadequacy in the face of new experiences. Such expressions are common among people in general, and while they certainly interfere with one's ability to function in new situations, they do not represent a uniquely feminine problem.

Recommendations

In the original conceptualization of this study, it was proposed that the more significant effects of the group counseling experience would emerge later in the life of the individuals involved. It was hypothesized that different career patterns would develop and that adjustment to the demands of family and career would be resolved more readily. These possibilities remain to be tested.

Further experimentation with group counseling and teacher education is indicated. There is no reason to believe that the problems of entering a profession are less for men than for women, if we refer to the factors which emerged from the measure developed in this study. The five factors have potential for differentiating men and women as well as for identifying problem orientations of prospective teachers of both sexes.

Transcriptions of the counseling sessions provide mute evidence that transitions from adolescence to adulthood are difficult. The hours of counseling time devoted to topics which sound silly, inane and pointless contrasted with the hours given to serious concerned discussion of issues of personal and professional importance emphasizes the discontinuities and inconsistencies experienced in the maturation process. Teacher education programs must be tailored to acknowledge the importance of the total development of individuals who will become teachers; Programs must begin at the beginning of the college career and extend well into the professional life of the teacher. Programs need to be developed on the premise that any able individual can become an effective teacher if he is exposed to an adequate educational program.

The measure developed from transcribed conversations utilized less than five percent of the total. The remaining 95 percent of the conversation merits study. It gives lie to the earlier proposition that girls experience anxiety and identity stress relating to the conflicting demands of marriage and career. The subjects in this study experienced anxiety and stress in relation to an endless list of events in their lives and in the immediate life space circumscribed by the group counseling experience. It is not easy to differentiate what is for dramatic effect from what is real, but there is much in the real life of these college students which will surprise and concern professors and other interested and responsible professionals.

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APPENDIX

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THE PENNSYLVANIA STATE UNIVERSITY
College of Education
Department of Home Economics Education

Name ______________________ Address ______________________

School ____

Teachers are recognized as unique individuals whose attitudes may or may not be like those found in others. People have a variety of ideas as to which attitudes toward the teaching profession are most prevalent among members of the profession. Although many instances may be found of other people describing teachers, we feel that you are the most appropriate person to describe yourself.

DIRECTIONS: In the statements which follow, "this person" in every case refers to you. Respond to all items with reference to yourself. Your responses will be kept confidential and in no way will you be identified in the study.

In the appropriate column to the right of each statement, indicate the response which corresponds the closest to your impression about yourself.

		Usually true of this person	Sometimes true of this person	Does not apply to this person
1.	This person values independent action	0	0	0
2.	World affairs are of concern to this person	0	0	0
3.	This person finds satisfaction in life and in his work without either providing all the satisfaction . . .	0	0	0
4.	This person accepts the responsibility of freedom . . .	0	0	0
5.	This person is aware of his own needs	0	0	0
6.	This person is sensitive to the goals of others	0	0	0
7.	This person sincerely cares about the well-being of others	0	0	0
8.	This person tends to deprecate the present	0	0	0
9.	This person feels free to examine and question ideas . .	0	0	0
10.	This person is identified with his profession	0	0	0
11.	This is a person of utmost sincerity	0	0	0
12.	This person maintains emotional reserve	0	0	0
13.	This person is willing to accept the consequences of his own actions	0	0	0
14.	This person values the search for knowledge as much as knowledge itself	0	0	0
15.	This person produces work that has unique qualities . . .	0	0	0
16.	This person identifies himself with the profession . . .	0	0	0
17.	This person finds self-advancement a worthwhile purpose .	0	0	0
18.	This person serves as an identification figure for others	0	0	0
19.	This person frequently seeks a new beginning in his work	0	0	0

		Usually true of this person	Sometimes true of this person	Does not apply to this person
20.	This person overcomes outside force or domination	0	0	0
21.	This person likes to work with others	0	0	0
22.	This person identifies with the achievements of a movement	0	0	0
23.	This person is unafraid of self-knowledge	0	0	0
24.	This person is often intensely discontented	0	0	0
25.	This person is oriented to his job	0	0	0
26.	This person makes decisions in the light of possible consequences	0	0	0
27.	This person is engaged in at least one service project	0	0	0
28.	This person belongs to professional organizations	0	0	0
29.	This person shares responsibility for the welfare of the group	0	0	0
30.	This person is willing to reexamine his own attitudes	0	0	0
31.	This person sees professional status as highly desirable	0	0	0
32.	This person has faith in the future	0	0	0
33.	This person enjoys discussing controversial issues	0	0	0
34.	This person works hard to make a thing successful	0	0	0
35.	This person has social ideals as well as ideas	0	0	0
36.	This person recognizes his own biases	0	0	0
37.	This person shows a keen interest in national affairs	0	0	0
38.	This person makes decisions based on possible outcomes	0	0	0
39.	This person behaves in a mature manner	0	0	0

		Usually true of this person	Sometimes true of this person	Does not apply to this person
40.	This person values the search for truth as much as truth itself	0	0	0
41.	This person minds his own business	0	0	0
42.	This person believes that values are relative	0	0	0
43.	This person is unusually selfish	0	0	0
44.	This person is willing to assume leadership	0	0	0
45.	This person is concerned with understanding the world in which he lives	0	0	0
46.	This person can foresee possible outcomes of his actions	0	0	0
47.	This person takes advantage of opportunities for self-advancement	0	0	0
48.	This person feels that his profession is above criticism	0	0	0
49.	This person is willing to work hard	0	0	0
50.	This person welcomes new experiences	0	0	0
51.	This person's actions are deliberate	0	0	0
52.	This person is creative	0	0	0
53.	This person is willing to change his attitudes	0	0	0
54.	The concerns of other people are of interest to this person	0	0	0
55.	This person finds it difficult to withhold criticisms	0	0	0
56.	This person feels that he should belong to professional organizations	0	0	0
57.	All that this person seems to talk about is his work	0	0	0
58.	This person is associated closely with his work in the profession	0	0	0

		Usually true of this person	Sometimes true of this person	Does not apply to this person
59.	This person works hard to succeed in the profession	0	0	0
60.	This person expects others to support existing policies	0	0	0
61.	This person is involved in community affairs	0	0	0
62.	This person's interests are limited to his work	0	0	0
63.	This person initiates relations with others	0	0	0
64.	This person is generous in appraising the behavior and motives of others	0	0	0
65.	This person seems to have achieved personal happiness	0	0	0
66.	This person can foresee possible outcomes of group action	0	0	0
67.	This person can take a point of view different from his own in discussion	0	0	0
68.	This person willingly makes whatever effort is necessary to insure success of an enterprise	0	0	0
69.	This person tends to resist innovations	0	0	0
70.	This person is able to recognize his limitations	0	0	0
71.	This person has a strong drive for power	0	0	0
72.	This person finds fulfillment in his work	0	0	0
73.	This person makes his position clear on professional issues	0	0	0
74.	This person is stimulated by controversy	0	0	0
75.	This person is able to accept his weaknesses	0	0	0
76.	This person puts forth much effort for success in the profession	0	0	0
77.	This person relies on others for support	0	0	0

		Usually true of this person	Sometimes true of this person	Does not apply to this person
78.	This person prefers activities affording close contacts with people	0	0	0
79.	This person can recognize his own weaknesses	0	0	0
80.	This person takes an active part in professional organizations	0	0	0
81.	This person has an inordinate capacity for work	0	0	0
82.	This person can face himself honestly	0	0	0
83.	The majority of this person's decisions are based on rational grounds	0	0	0
84.	This person is conscientious about his job	0	0	0
85.	This person strives to improve his abilities	0	0	0
86.	This person is easily influenced by others in making decisions	0	0	0
87.	This person is concerned with being true to himself	0	0	0
88.	This person seems somewhat unaware of difficulties involved in vast undertakings	0	0	0
89.	This person enjoys the give and take of controversy	0	0	0
90.	The actions of this person are purposeful	0	0	0
91.	This person identifies with the efforts of a movement	0	0	0
92.	This person produces work that is marked by originality	0	0	0
93.	This person seeks to dominate people	0	0	0
94.	This person identifies with his work	0	0	0
95.	This person feels that the desire for self-advancement is legitimate	0	0	0

		Usually true of this person	Sometimes true of this person	Does not apply to this person
96.	This person depends on others for moral support	0	0	0
97.	This person seeks to understand himself better	0	0	0
98.	This person avoids dominating others	0	0	0
99.	This person demonstrates consistent fairness in his dealings with others	0	0	0
100.	This person is highly motivated to work hard for success	0	0	0

THE PENNSYLVANIA STATE UNIVERSITY
College of Education
Department of Home Economics Education

Name ______________________ School _______________ Grade _______

ALL THE QUESTIONS OF THIS PAPER REFER TO THE SAME TEACHER.

Read each question carefully and answer according to your own feelings about this teacher.

The teacher's name is ______________________

Directions:

If your answer to a question is "YES", circle the YES following the question.

If your answer is "NO", circle NO.

1. Is this teacher interested in you? YES NO
2. Does it matter to this teacher if you don't learn anything in this class? YES NO
3. Do you think it matters to this teacher if you are happy or unhappy? YES NO
4. Does this teacher make you feel that what you say or do, or want to do is important to her? YES NO
5. Does this teacher seem to want to know you better? YES NO
6. Does this teacher make you feel this class would not be as good if you were not in it? YES NO
7. Has this teacher helped you to do anything better than you could do it before? YES NO
8. Do you get as much attention as you need? YES NO
9. Do you feel at ease and comfortable when you talk to her? YES NO
10. Has this teacher helped you to learn from the opinions and ideas of others? YES NO
11. Does this teacher ask you to do many things in which you see no value? YES NO

12. Can this teacher tell when you are honest and could she tell if you were dishonest? YES NO

13. Has this teacher tried to help you understand yourself better? YES NO

14. Does this teacher seem to know what you are thinking? YES NO

15. Has this teacher helped you to work easily and happily with all kinds of classmates? YES NO

16. Does this teacher ask you to do things to help her? YES NO

17. Do you feel you can talk with this teacher about your problems? YES NO

18. Does this teacher really know how you feel so that you want to discuss problems with her? YES NO

19. Has this teacher tried to help you feel more at ease in social situations? YES NO

20. Does she seem to know what girls and boys your age are like? YES NO

21. Has this teacher helped you to learn something from a mistake you made? YES NO

22. Does this teacher give you a chance to ask questions when you need help? YES NO

23. Would this teacher rather help you solve problems than have you learn a lot of facts? YES NO

24. Do you feel this teacher has done anything to help you to solve your own problems? YES NO

25. Would this teacher be willing to help you get a job? YES NO

26. Does she seem to understand what you mean to say even when you don't express yourself very well? YES NO

27. Has this teacher tried to help you understand your parents better? YES NO

28. Has this teacher done anything to help you to see more clearly what some of your problems are? YES NO

29. Has this teacher tried to help you understand your brothers and sisters better? YES NO

30. Is this teacher friendly to all the students? YES NO

31. Does this teacher make you feel that this is an important class? YES NO

32. Has this teacher tried to help you become a better person? YES NO

33. Does this teacher give you as much attention as she gives other students? YES NO

34. Has this teacher helped you to understand why certain of your classmates behave as they do? YES NO

35. Does this teacher think your problems are just as important as those of other students in the class? YES NO

36. Has this teacher helped you to know what you are going to do when you finish school? YES NO

37. Does this teacher make suggestions about how you could find information about things you need to know when you want to know something? YES NO

38. Would this teacher be willing to help you to get a job? YES NO

39. Does this teacher want you to learn the things you want to learn? YES NO

40. Does this teacher know how much you know about this subject? YES NO

41. Has this teacher given you a chance to show the class that you know how to do certain things? YES NO

42. Does this teacher believe you when you make explanations about being late or absent, or for handing in work late? YES NO

43. Has this teacher encouraged you to use your own ideas in making things in class? YES NO

44. Does this teacher know what you can do and cannot do? YES NO

45. Has this teacher helped you to be a better leader? YES NO

46. Do you think you will want to talk over your problems with this teacher even when she isn't your teacher any longer? YES NO

47. Does this teacher know how to help you so that you don't mind being helped? YES NO

48. Has this teacher helped you to get to know someone you didn't know before? YES NO

49. Can you talk things over with this teacher even when your problems are not related to her class? YES NO

50. Would this teacher help you if you got into any kind of trouble? YES NO

51. Does this teacher tell you what you should think? YES NO

52. Has this teacher done extra things for you that she didn't need to do? YES NO

53. Does this teacher spend extra time helping you with things you are interested in? YES NO

54. Does this teacher think you are as important as anyone else in the class? YES NO

55. Has this teacher helped you to think and say what you feel is right? YES NO

56. Has this teacher done anything that has helped you to get along better with your parents? YES NO

57. Has this teacher done anything that has helped you to get along better with your sisters or brothers? YES NO

58. Does this teacher seem to know how to help you express things that you don't know how to say? YES NO

59. Has this teacher shown you ways of doing things so you have more fun doing them? YES NO

60. Has this teacher helped you to learn ways in which you could become a more helpful family member? YES NO

61. Has this teacher's class helped you to make new friends? YES NO

62. Does this teacher help you to look for answers to some of your questions so that you learn more than if she told you the answers? YES NO

Directions:

Place a check (✓) in the column which best describes what this teacher does or how you feel about this teacher.

	Always	Often	Once in Awhile	Never
63. Does this teacher make it hard for you to do any of the things you really want to do?				
64. Does this teacher give you grades which are about like those you deserve?				
65. Is this teacher friendly outside of class?				
66. Does this teacher remember what you tell her about yourself?				
67. Does this teacher require you to do more work than is reasonable to ask?				
68. Do you feel better after you have talked over your problems with this teacher?				
69. Does this teacher expect you to do more than there is time to do?				
70. Would this teacher know how to help you solve some of your everyday problems?				
71. Is this teacher able to make you think about things in a way you have not thought about them before?				
72. Does this teacher make you feel as if you don't belong in this class with the other students?				
73. Does this teacher embarrass you when she tells some of your experiences in class?				

	Always	Often	Once in Awhile	Never
74. Does this teacher want to know what you think you should learn about this subject?				
75. Does this teacher compliment you for the work you do well?				
76. Is this teacher friendly to you?				
77. Does this teacher know and call you by your correct name?				
78. Does this teacher say things which embarrass you?				
79. Does this teacher know what you would like to do even when she doesn't ask you?				
80. Does it pay to try to bluff this teacher?				
81. Does this teacher give you help when you really need it?				
82. Does this teacher know when you need help and when you can do better working alone?				
83. Can this teacher explain her ideas so that you can understand them?				
84. Does this teacher interest you in doing things you have never been interested in before?				
85. Can this teacher explain things that are hard to understand in a way that you can understand them?				
86. Does this teacher hurry over your answers or opinions to spend more time on others?				

	Always	Often	Once in Awhile	Never
87. Does this teacher ask you to give your opinions in this class?				
88. Do you have a feeling you could explain or talk over any problems with this teacher and she would be interested?				
89. Does this teacher use your experiences to explain things to the rest of the class?				
90. When you give your opinions does this teacher make you feel as though your experiences or problems are important?				
91. Does this teacher make you feel she really wants to know what you think?				
92. Does this teacher ask you to tell the class about your experiences?				
93. Does this teacher refer to your experiences in class discussion?				

THE PENNSYLVANIA STATE UNIVERSITY
College of Education
Department of Home Economics Education

Undergraduate teaching majors have a variety of attitudes and beliefs about the lives they will lead following graduation. This questionnaire is concerned with determining what thoughts you may have had about your future and how these may differ from those of other persons you know.

DIRECTIONS:

Respond to each of the following items in two ways:

(1) In Column A circle either a 2 or a 1. A (2) response would indicate that you could have made such a statement yourself. A (1) response would indicate that you would not have made such a statement.

(2) In Column B circle either a 2 or a 1. A (2) response would indicate that you have been aware of others having made such a statement. A (1) response would indicate that you are not aware of others having made such a statement.

	Column A My Attitudes	Column B Others' Attitudes
1. I think we are better prepared to teach than other Education majors.	2 1	2 1
2. There are moments when I regret that I have majored in education.	2 1	2 1
3. For me teaching will serve as an insurance policy since I can always return to teaching if I need the income.	2 1	2 1
4. There are things like clothes, transportation, higher income bracket to consider when deciding whether to work or not.	2 1	2 1
5. I don't want to live alone while I'm student teaching.	2 1	2 1
6. I feel that women who are highly dedicated to a career are too idealistic and aren't really good teachers.	2 1	2 1
7. Everyone feels pretty much the same way about student teaching. We are all kind of jittery about it.	2 1	2 1

		Column A	Column B
		My Attitudes	Others' Attitudes
8.	People think that because you are a teacher you should know everything.	2 1	2 1
9.	The process of understanding myself has been a difficult experience for me.	2 1	2 1
10.	I think that I will be able to portray a satisfactory professional image.	2 1	2 1
11.	I feel that a teaching career will best allow me to express my individuality.	2 1	2 1
12.	I feel we need to learn exactly how to teach a subject instead of how to teach the student.	2 1	2 1
13.	The style of teaching that one prefers makes a lot of difference in the selection of a teaching position.	2 1	2 1
14.	I think teachers can get too emotionally involved with students and damage their teaching.	2 1	2 1
15.	I don't feel it's right to make moral judgments on others' behavior, but I'm willing to help someone if they want my advice.	2 1	2 1
16.	My friends think a lot of me as a person.	2 1	2 1
17.	My personal feeling is that I will have much to contribute to the teaching profession.	2 1	2 1
18.	I feel that being completely honest with one's students can hurt their feelings and thus injure the relationship.	2 1	2 1
19.	I feel rebellious about conforming to expected standards of behavior for teachers.	2 1	2 1
20.	Being too openminded as a teacher can cause you to do things out of the ordinary and be detrimental to your teaching.	2 1	2 1
21.	I want to continue my education after I finish my undergraduate program.	2 1	2 1

		Column A		Column B	
		My Attitudes		Others' Attitudes	
22.	If you work for a few years you can get good furniture and other things sooner.	2	1	2	1
23.	My instructors tend to be distant and hard to get to know.	2	1	2	1
24.	A teacher should teach things that challenge the students.	2	1	2	1
25.	I'm afraid if I get emotionally involved with my students I'll do something wrong.	2	1	2	1
26.	Nobody knows what they are going to be doing after they graduate.	2	1	2	1
27.	The organizational aspects of teaching come easily to me but I'm too self-conscious and awkward to successfully present material in front of a class.	2	1	2	1
28.	I find a "helping relationship" with my students best characterizes the teaching role that appears most natural to me.	2	1	2	1
29.	If you get below a B in student teaching you are done for.	2	1	2	1
30.	Teaching is going to be hard because the students will have completely different values.	2	1	2	1
31.	I doubt that I have enough of a background to teach.	2	1	2	1
32.	I am from a good suburban area and I am just not used to conditions in the big city.	2	1	2	1
33.	I feel it will be necessary for me to continue taking courses at various times regardless of how many credits I accumulate.	2	1	2	1
34.	My one big goal is to achieve a successful professional career.	2	1	2	1
35.	Both my husband and I want to continue our educations, but I feel it's most important that my husband go on while I work.	2	1	2	1

		Column A	Column B
		My Attitudes	Others' Attitudes
36.	I believe it is easier for me to assume a teaching role that is authoritarian and rigid.	2 1	2 1
37.	I prefer the academic side of education—the conduct and human behavior aspects annoy me.	2 1	2 1
38.	There is a world of difference between a big city school and a suburban school.	2 1	2 1
39.	The status of a teacher is satisfactory for me.	2 1	2 1
40.	My family urges me to get all the education I can.	2 1	2 1
41.	I doubt that I will really enjoy teaching.	2 1	2 1
42.	I believe that once you are dishonest with others, they will never trust you.	2 1	2 1
43.	It's so difficult for me to organize plans and lessons that I feel I'm not meant to be a teacher.	2 1	2 1
44.	It is common in our family for a woman to continue her career or education even after marriage and motherhood.	2 1	2 1
45.	Many children just need somebody to care enough to do something for them.	2 1	2 1
46.	It is best to be concerned and show students that you care but be a little aloof to keep from getting involved.	2 1	2 1
47.	I get extremely anxious when I do not achieve the goals I have set for myself.	2 1	2 1
48.	My long range ambition is to earn a doctorate.	2 1	2 1
49.	Being prepared for a teaching career is insurance.	2 1	2 1
50.	I don't believe that a career is worth it for a woman.	2 1	2 1

	Column A My Attitudes		Column B Others' Attitudes	
51. I am excited about being involved with education.	2	1	2	1
52. Openmindedness and emotional maturity are goals I strive for as a teacher and a person.	2	1	2	1
53. I found the criticisms of my instructors in teaching methods to be very painful and unjustified.	2	1	2	1
54. I was apprehensive about student teaching.	2	1	2	1
55. The experience of having brothers and sisters helps in teaching.	2	1	2	1
56. Sometimes I get so excited about being a woman and the opportunities we have for pursuing a career.	2	1	2	1
57. Five or ten years appeals to me as a good length of time for a woman to work.	2	1	2	1
58. To be a good teacher you need to know your weak points so you can improve them.	2	1	2	1
59. First you get certification, then your masters and by then you figure why have babies.	2	1	2	1
60. When I begin to teach I will have to change my behavior so that I will fit into the professional role.	2	1	2	1
61. The critical evaluation I was subjected to in college courses really helped me to improve my teaching.	2	1	2	1
62. A good personal counseling program should be set up for graduating seniors.	2	1	2	1
63. I frequently think about being a career woman.	2	1	2	1
64. Exterior control of student behavior is pretty important to good teaching.	2	1	2	1
65. To get married and to be the best wife and mother possible is my primary goal in life.	2	1	2	1

		Column A		Column B	
		My Attitudes		Others' Attitudes	
66.	I become totally involved with my career--related courses.	2	1	2	1
67.	I don't believe that I can teach in a similar fashion to the way I was taught.	2	1	2	1
68.	Even if I get married I want to work.	2	1	2	1
69.	I want to have children and I don't want to work while I have them.	2	1	2	1
70.	I think my teaching methods courses required unrealistically high standards of us.	2	1	2	1
71.	Monetary compensation will be a primary consideration when I select my first teaching position.	2	1	2	1
72.	I want to get my permanent certificate so I can continue to teach.	2	1	2	1
73.	I would like to get a job other than teaching, something more glamorous.	2	1	2	1
74.	I am afraid that I will be working with groups that I've never worked with before.	2	1	2	1
75.	Self analysis is certainly important. My college experiences have helped me to understand myself so much better.	2	1	2	1
76.	Helping students to develop and display interior control of undesirable behavior is a constant aim of good teaching.	2	1	2	1
77.	Even after four years of college life I really feel in tune with our changing society.	2	1	2	1
78.	I want children while I am young, like in my early twenties.	2	1	2	1
79.	After four years of college my plan is to get the best paying job I can find.	2	1	2	1
80.	I would never want to teach in a city school.	2	1	2	1

		Column A	Column B
		My Attitudes	Others' Attitudes
81.	The only thing that I take into account in locating a teaching position is that it be in an area I want.	2 1	2 1
82.	I would like to get to know my instructors better and be able to talk to them.	2 1	2 1
83.	I want a 9 to 5 job that I can forget when I go home.	2 1	2 1
84.	If one of my students is doing something morally wrong, then I feel it is my responsibility to find out why.	2 1	2 1
85.	Student teaching is going to be an experience, because I am used to a suburban area and this is rural.	2 1	2 1
86.	My middle-class values interfere with my openmindedness as a teacher.	2 1	2 1
87.	I think of teaching for just a short period of time.	2 1	2 1
88.	Most of the professors I have had for courses were competent instructors.	2 1	2 1
89.	If I had the opportunity now to choose a career or marriage I would select marriage.	2 1	2 1
90.	I certainly expect to do graduate work.	2 1	2 1
91.	I want to be the best teacher possible or I won't teach.	2 1	2 1
92.	Most of my teachers think a great deal of me as a person.	2 1	2 1
93.	I often think about getting married and having a home and family.	2 1	2 1
94.	The thought of being a teacher sometimes embarrasses me.	2 1	2 1
95.	I am in education because I've heard I can get a better job than in other vocations.	2 1	2 1

		Column A	Column B
		My Attitudes	Others' Attitudes
96.	I am scared of student teaching because this is the first time I have done something like this.	2 1	2 1
97.	You can be a great teacher and get a C or B or you can be a terrible teacher and get an A, all depending how well your ideas agree with your supervising teacher.	2 1	2 1
98.	I think many of my friends would benefit from psychological counseling.	2 1	2 1
99.	Some people say it is a lot more expensive to go to work the first few years than it is to keep house.	2 1	2 1
100.	The pressures now are almost too much, especially because of course work.	2 1	2 1
101.	Sometimes I find myself encouraging others to become dependent upon me to satisfy my own needs.	2 1	2 1
102.	It depresses me to think of going out and eating alone.	2 1	2 1
103.	Because I understand myself I can understand other people.	2 1	2 1
104.	I have never felt so committed to anything else as I do to teaching.	2 1	2 1
105.	My mother worked and I don't think it is good.	2 1	2 1
106.	My behavior is mature and adjusted most of the time.	2 1	2 1
107.	My friends and I often complain about our courses.	2 1	2 1
108.	When I get married my husband will have to understand that I want a career.	2 1	2 1
109.	I just can't see myself sitting down every night planning lessons for the next day.	2 1	2 1
110.	I want to teach in a slum school because I feel I could do the most good there.	2 1	2 1

		Column A		Column B	
		My Attitudes		Others' Attitudes	
111.	I think that most girls do not think about a career.	2	1	2	1
112.	Student teaching makes you feel more responsible, more adult.	2	1	2	1
113.	It seems strange to be making plans for where I am going to be teaching.	2	1	2	1
114.	I don't want a master's degree because it is just too much work.	2	1	2	1
115.	I am scared of student teaching because it is a challenge.	2	1	2	1
116.	Several people have told me that I will be a good teacher.	2	1	2	1
117.	I don't want to get deeply involved with my students because it becomes a drain on my time and energy.	2	1	2	1
118.	It annoys me that more girls are not personally involved with pursuing a career.	2	1	2	1
119.	I see myself as having direction and a purpose for my life.	2	1	2	1
120.	If you are married and your husband is to be working in an area then you want that area for a teaching job.	2	1	2	1
121.	Ever since I can remember I have wanted to be a teacher.	2	1	2	1
122.	My advisor has been very helpful to me throughout my college experience.	2	1	2	1
123.	I find that developing individual relationships with my students strengthens my teaching and presents interesting challenges.	2	1	2	1
124.	Slum children need the best education possible if they are to improve.	2	1	2	1

		Column A		Column B	
		My Attitudes		Others' Attitudes	
125.	Recently I have decided that teaching will be the ideal career for me.	2	1	2	1
126.	I want to teach because I feel my content area is important and I enjoy young people.	2	1	2	1
127.	I often feel anxious about my course work.	2	1	2	1
128.	Today's society demands that a woman pursue a career along with the role of homemaker.	2	1	2	1
129.	In our major too much time is taken up just getting background.	2	1	2	1
130.	I will probably teach twenty or twenty-five years during my lifetime.	2	1	2	1
131.	I have great respect for all of my instructors and professors.	2	1	2	1
132.	Being involved with younger children is different from being involved with older children.	2	1	2	1
133.	I'm not sure if it will cost more to go out and teach or to stay home.	2	1	2	1
134.	I have had very few excellent teachers since I have been in college.	2	1	2	1
135.	Authority maintained in a classroom should be warm and understanding.	2	1	2	1
136.	It is harder to interact with adolescents than with little kids.	2	1	2	1

Table 38 Factor I: Professionally Centered

Scoring Key	Statement
+	My personal feeling is that I will have much to contribute to the teaching profession.
+	I am excited about being involved with education.
+	I see myself as having direction and a purpose for my life.
+	I feel it will be necessary for me to continue taking courses at various times regardless of how many credits I accumulate.
+	I feel that a teaching career will best allow me to express my individuality.
-	I don't believe that a career is worth it for a woman.
+	I want to get my permanent certificate so I can continue to teach.
+	To be a good teacher you need to know your weak points so you can improve them.
-	I doubt that I will really enjoy teaching.
-	It is so difficult for me to organize plans and lessons that I feel I am not meant to be a teacher.
+	Both my husband and I want to continue our educations, but I feel it is most important that my husband go on while I work.
+	My behavior is mature and adjusted most of the time.
+	Openmindedness and emotional maturity are goals I strive for as a teacher and a person.
-	There are moments when I regret that I have majored in education.
+	I want to teach because I feel my content area is important and I enjoy young people.
+	I will probably teach twenty or twenty-five years during my lifetime.
+	I don't believe that I can teach in a similar fashion to the way I was taught.
+	Most of my teachers think a great deal of me as a person.

+	Recently I have decided that teaching will be the ideal career for me.
+	Five or ten years appeals to me as a good length of time for a woman to work.
+	I believe that once you are dishonest with others they will never trust you.
-	I feel that women who are highly dedicated to a career are too idealistic and aren't really good teachers.
+	I have never felt so committed to anything else as I do to teaching.
+	Several people have told me that I will be a good teacher.
-	I think of teaching for just a short period of time.
-	I believe that it is easier for me to assume a teaching role that is authoritarian and rigid.
+	A teacher should teach things that challenge the students.

Table 39 Factor II: Problem Centered

Scoring Key	Statement
-	I am scared of student teaching because it is a challenge.
-	I am afraid that I will be working with groups that I have never worked with before.
-	My middleclass values interfere with my openmindedness as a teacher.
-	The thought of being a teacher sometimes embarrasses me.
-	I am afraid if I get emotionally involved with my students I will do something wrong.
-	Some people say it is a lot more expensive to go to work the first few years than it is to keep house.
-	I am in education because I've heard I can get a better job than in other vocations.
-	The organizational aspects of teaching comes easily to me but I am too self-conscious and awkward to successfully present material in front of a class.
-	I think many of my friends would benefit from psychological counseling.
-	First you get certification, then your master's and by then you figure why have babies.
-	Student teaching is going to be an experience, because I am used to a suburban area and this is rural.
-	Everyone feels pretty much the same way about student teaching. We are all kind of jittery about it.
-	A good personal counseling program should be set up for graduating seniors.
-	I would like to get to know my instructors better and be able to talk to them.

Table 40 Factor III: Family Centered

Scoring Key	Statement
+	To get married and to be the best wife and mother possible is my primary goal in life.
-	When I get married my husband will have to understand that I want a career.
+	I want to have children and I don't want to work while I have them.
-	I frequently think about being a career woman.
-	I become totally involved with my career-related courses.
+	I often think about getting married and having a home and family.
+	I think my teaching methods courses required unrealistically high standards of us.
-	My one big goal is to achieve a successful professional career.
+	If you work for a few years you can get good furniture and other things sooner.
-	The critical evaluation I was subjected to in college courses really helped me to improve my teaching.
-	My family urges me to get all the education I can.
+	I have had very few excellent teachers since I have been in college.
+	For me teaching will serve as an insurance policy since I can always return to teaching if I need the income.
+	My friends and I often complain about our courses.

Table 41 Factor IV: Self Centered

Scoring Key	Statement
-	I find that developing individual relationships with my students strengthens my teaching and presents interesting challenges.
+	I don't want to get too deeply involved with my students because it becomes a drain on my time and energy.
-	The experience of having brothers and sisters helps in teaching.
-	If you are married and your husband is to be working in an area then you want that area for a teaching job.
-	I'm not sure if it will cost more to go out and teach or to stay at home.
-	My instructors tend to be distant and hard to get to know.
-	Slum children need the best education possible if they are to improve.
+	Being too openminded as a teacher can cause you to do things out of the ordinary and be detrimental to your teaching.
+	I don't want to live alone while I am student teaching.
+	There is a world of difference between a big city school and a suburban school.

Table 42 Factor V: Opportunity Centered

Scoring Key	Statement
-	I was apprehensive about student teaching.
-	I am scared of student teaching because this is the first time I have done something like this.
-	If one of my students is doing something morally wrong, then I feel it is my responsibility to find out why.
-	I find a helping relationship with my students best characterizes the teaching role that appears most natural to me.
-	Exterior control of student behavior is pretty important to good teaching.
+	Sometimes I get so excited about being a woman and the opportunities we have for pursuing a career.
-	I don't want a master's degree because it is just too much work.
-	Monetary compensation will be a primary consideration when I select my first teaching position.
-	I think we are better prepared to teach than other education majors.
+	The style of teaching that one prefers makes a lot of difference in the selection of a teaching position.
-	After four years of college my plan is to get the best paying job I can find.
-	I feel that being completely honest with one's students can hurt their feelings and thus injure the relationship.
-	Authority maintained in a classroom should be warm and understanding.
-	My mother worked and I don't think it is good.